
Courageous Creative
Enjoy
Truth
Work
Think
Hello
Good Morni
Finish
Know
free
actress

Inglés
Segundo Año

Nivel de Educación Media del Subsistema de Educación Básica

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A las y los docentes

La Colección Bicentenario acoge el inglés con gran emoción y expectativa en el 2do año y lo pone en tus manos convertido en *My Second Victory.* Esperamos que lo recibas con la mejor disposición para hacer de él tu apoyo en la noble tarea de enseñar uno de los idiomas más hablados en el mundo.

Hemos incluido temas de diversa índole que van desde situaciones personales cotidianas, hasta hechos que impactan o impactaron a las comunidades locales, nacionales e internacionales. Todo esto con la idea de formar estudiantes que utilicen el inglés, no sólo para hablar y aprender sobre otras culturas, sino sobre todo ciudadanos conscientes, orgullosos y preparados para difundir su propia realidad en todo lo relativo a riquezas naturales, valores histórico-culturales y logros sociales.

El libro contiene ocho unidades, cuyos títulos reflejan un tema a desarrollar. Las unidades por su parte, están divididas en tres lecciones que aportan contenido al tema correspondiente, a través de actividades diseñadas para ejercitar las destrezas de comprensión y producción oral y escrita. Además, por haberse concebido este libro dentro del enfoque comunicativo, nuestra lengua materna es considerada como un recurso más. La encontrarás en las instrucciones y en algunas de las secciones a través del texto.

En cuanto a la estructura de *My Second Victory*, cada lección contiene un diálogo o una lectura inicial que muestra el contexto en el cual se desarrollará el tema y establece los elementos gramaticales a considerar. De allí se generan diálogos que le permiten a la y el estudiante ejercitar el idioma en forma oral y escrita. Asimismo, se incluyen secciones específicas tanto para la presentación de vocabulario como para la deducción de algunos aspectos o patrones gramaticales tratados en la lección.

Dos secciones ponen a prueba la evolución de las y los estudiantes a través de la unidad. Uno es de comprensión auditiva y otro de comprensión lectora que a su vez estimula la reflexión. Todo ello sin dejar a un lado la ejercitación de las estructuras gramaticales, lo cual también cuenta con su espacio especial en este libro.

El uso de imágenes es constante en *My Second Victory*. En el caso de las secciones en que se dividen las lecciones, cada una tiene un icono que la identifica y te permite saber cuál destreza se considera en ella. Igualmente, las ilustraciones realzan estéticamente lo contenido en cada sección y contribuyen eficazmente a su comprensión.

Al final del libro, se incluye un glosario con vocabulario que pudiera implicar alguna dificultad para las y los estudiantes por no estar explícito en la lección. Su inclusión ofrece la posibilidad de aclarar de la manera más expedita las dudas en cuanto a significado, sin tener que recurrir a un diccionario o al profesor. También están anexos los textos (*scripts*) que deberás leer para la realización de los ejercicios de comprensión auditiva por parte de tus estudiantes.

Sólo nos resta invitarte a que formes parte del equipo de quienes queremos contribuir eficientemente a mejorar la enseñanza del inglés en Venezuela. Con la convicción de que el hablar una lengua extranjera tan usada en el mundo, ofrece una gran gama de oportunidades para el aprendizaje en cualquier área, el desarrollo en el campo laboral y sobre todo para comunicarle al mundo quiénes somos.

A las y los estudiantes

My Second Victory llega a ustedes con la idea de continuar en el camino del desarrollo de la comunicación en inglés que se inició el año escolar pasado. En este sentido, hemos concebido un texto con una variedad de temas de interés nacional e internacional, así como personal y colectivo, basados en contextos reales que los invitan a participar en el intercambio de ideas dentro y fuera del espacio educativo.

El libro contiene ocho unidades, cada una con un título que refleja el tema a desarrollar. Cada unidad está dividida en tres lecciones que aportan contenido al tema correspondiente, a través de actividades amenas y sencillas de realizar, tales como diálogos, lecturas sobre temas de actualidad, juegos y canciones. Además, encontrarán notas sobre curiosidades culturales, históricas y mucho más.

Nuestra intención es que ustedes encuentren en el idioma inglés una herramienta de liberación, en la medida que les permita no sólo aprender acerca de otras culturas, sino que les haga sensibles a valorar la propia. En consecuencia, incentivarlos a difundir lo que es nuestra patria en cuanto a recursos naturales, valores histórico-culturales y logros sociales. Todo esto enmarcado en la búsqueda constante del ser humano consciente de su corresponsabilidad en la preservación de nuestro planeta para nuestra generación y las generaciones futuras.

Finalmente, queremos decirles que la Colección Bicentenario trae este texto como un aporte más a la igualdad de condiciones y oportunidades. Por tanto, te invitamos estudiante venezolano, estudiante venezolana a comunicarte en inglés, a utilizar uno de los idiomas más hablados en el mundo, a acompañarnos en este viaje de aprendizaje con diversión que te ofrece *My Second Victory*.

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CONTENIDOS Y PROPÓSITOS DE 5° AÑO

UNIDAD	INTENCIONES	LECCIONES	GRAMÁTICA
1 **Do you know why?**	• Socializar experiencias vividas en cursos anteriores destacando los aspectos positivos del personal obrero, administrativo, comprometidos institución educativa. • Relatar las experiencias significativas del periodo vacacional, la importancia y necesidad del disfrute del tiempo libre.	M. Pérez was my English teacher last year. I missed my old school. I travelled to La Gran Sabana.	• Pasado del verbo to be • Presente simple • Preguntas con who\what\Where • Adverbiales de tiempo • Adjetivos calificativos y posesivos • Artículos determinados e indeterminados • Preguntas con how • Verbo to have en pasado simple. • Formas con there was\were • Pasado simple • Preguntas con How • Adjetivos • Adverbiales
2 **That hurt…**	• Reflexionar sobre accidentes, eventos que implican riesgos y como evitarlos. • Argumentar y expresar razones en forma sencilla y reflexiva acerca de situaciones que atentan contra nuestros principios y valores.	I lost my cell phone. I was cooking and I cut my finger. I spill coffee on my English homework	• Pasado simple • Oraciones y preguntas con who\what\where\how • Preguntas con why don't you… • Conjunciones coordinantes • Pasado simple • Pasado continuo • Pronombres reflexivos • Pasado simple • Pasado continuo • Oraciones imperativas
3 **Memories**	• Adoptar costumbres del pasado, destacando habilidades desarrolladas en esas épocas. Analizar en forma crítica hechos históricos, científicos acontecidos a nivel local, regional, nacional y universal.	I used to play the cavatio. Where was Simón Bolívar born? We found oil!	• Formas con used to • Used to vs simple present • Formas con can could\ can't y could't • Pasado simple • Pasado continuo • Formas para expresar sorpresa y\o duda • Formas con can • Presente simple • Pasado simple

4 **So sad…**	• Conocer y describir medidas de protección ante eventos naturales y antrópicos.	We lost our houses.	• Pasado continuo vs. Pasado simple • Pronombre indefinido One • Adverbios intensificadores
		Tsunami	• Pasado simple • Pasado continuo • Formas con must • Números cardinales • Sustantivos contables e incontables • Some\any, a few, …
		If we are earthquake.	• Pasado continuo • Pasado simple
5 **On the air**	• Valorar la cultura, local, regional y nacional a través de la participación en eventos culturales y del conocimiento sobre instituciones y artistas de la comunidad, ezfago y nacion.	He founded if forty years ago.	• Pasado simple
		It's not too far from here.	• Pasado simple
		I loved her performance.	• Pronombres objeto • Pasado simple
		A horrific weekend.	• Pasado simple • Many\some\any\much • Had to (obligación)
6 **I worked really hard**	• Socializar y analizar experiencias en torno sexcillo acerca de actividades personales y comunitarias, al expresar y demostrar compromiso y responsabilidad en su cumplimiento.	I needed more time.	• Conjunciones what \ but • Pasado simple
		That was more difficult.	• Pasado simple • Pregunta con why • Respuestas con because • Comparativos • Superlativos • Pronombres posesivos • Pronombre demostrativo that • Pronombre indefinido one
7 **Let's make plans**	• Planificar y valorar acciones a realizar en el futuro, al emprender acciones que promueven la participación de otros miembros de la comunidad.	We're going to celebrate!	• Pregunta con whose • Posesivo 's • Invitaciones con let's • Conjug to+verb
		I'm going to take care of my school on vacation.	• Conjug to+verb • Sugerencias con what about • -ing después de preposición
8 **I learned a lot this year**	• Comentar y expresar experiencias significativas en tiempo pasado para reflexionar sobre las mismas y mejorar gradualmente aspectos que satisfagan ciertas necesidades o intereses.	I'm telling you what I did.	Fortalecimiento de todas las formas gramaticales en el año.
		Tell me about Venezuela's history.	
		How can I say…?	

1 Do you know why?

Lesson 1 Mr. Garcia was my English teacher last year

A. LET'S EXPLORE! (¡Exploremos!)

Observen la siguiente secuencia de dibujos y describan la situación. ¿Dónde se encuentran los personajes de la historia? ¿Qué situación se presenta?

She was an excellent teacher. She was so an exchange.

Where was she from?

She was from Canada.

Cool! Was Mr. Stanton your teacher last year?

No, she wasn't.

Hi, Susana. Is this your first English class?

Hi, Nicole. Yeah. I want to meet my new English teacher.

We learned a lot. We practiced dialogs, read nice songs and played a lot!

I see. Now you can speak English very well.

What was he like?

He was great!

Who was your teacher?

Mr. Morrison.

B. LET'S LISTEN AND READ! (¡Escuchemos y leamos!)

Escuchen la conversación anterior y lean la historia en forma silenciosa.

STUDENT B: He is _____ Offamy. He is _____.

STUDENT A: Where is he _____?

STUDENT B: He was _____.

STUDENT A: Why _____ he like?

STUDENT B: Mr. _____.

STUDENT A: Who _____ your math teacher last year?

Formemos grupos de dos para completar el diálogo y practicarlo.

D. NOW, LET'S PRACTICE! (¡Ahora, practiquemos!)

Zuli: She is from Port of Spain. She is Trinidadian.

Tomás: Tondy and Germandiny? Where is she from?

Zuli: She was tondy and Germandiny.

Tomás: Why was she like?

Zuli: Mr. Thompson.

Tomás: Who was your teacher last year?

Ahora, escuchen y repitan el siguiente diálogo:

C. LET'S LISTEN, READ AND SAY! (¡Escuchemos, leamos y digamos!)

E. LET'S READ AND LEARN!

(¡Leamos y aprendamos!)

Observa las instrucciones. Practica las palabras y las expresiones.

3. - I learned a lot about our country with our geography teacher. She was very professional.

2. - Mr. Maldonado was my math teacher a year ago. He was a framework teacher.

1. - She was an excellent teacher. She was very active.

2. - Mr. Pérez was a boring English teacher. Her classes were interesting. We only read and translated in class.

4. – Our tonic teacher was very demanding. We had to do many things and visit many places.

In English, adjectives go before nouns.
En inglés, los adjetivos van antes que los sustantivos.
Example:
- a **demanding physics teacher.**
- an **efficient secretary**
- an **excellent professor**
- a **framework biology teacher.**
- an **unprofessional lawyer.**
- a **boring teacher.**
- a **tough and demanding teacher.**

ANSWERS	QUESTIONS
1. Mr. Benton was my teacher two years ago.	1. Who was your teacher two years ago?
2. I do. He helped all the students.	2. Do you miss Mr. Benton?
3. No, he wasn't. He was from Venezuela.	3. Was he from England?
4. He was from Maracaibo.	4. Where exactly was he from?
5. He was friendly and helpful put he was a very poor teacher.	5. What was he like?

Escucha y repite.

C. LET'S READ AND LEARN! (¡Leamos y aprendamos!)

he never plays with his students.

STUDENT A: Yes, we do. Our new teacher, Mr. Garcia, is good, too, put

STUDENT B: Do you miss Ms. Linares?

STUDENT A: She played chess with all the students.

STUDENT B: That was very nice of her.

in class, put she was nice and talkative during recess.

STUDENT B Ms. Linares? Oh, She was very serious and demanding

STUDENT A: What was your English teacher like last year?

Ahora, escucha y repitan el siguiente diálogo:

E. LET'S LISTEN, READ AND SAY! (¡Escuchemos, leamos y digamos!)

H. ALL EARS! (¡Todo oídos!)

Escucha con atención la descripción de un docente. Encierra en un círculo la letra que corresponde con la ilustración.

I. READING AND REFLECTING (Leyendo y reflexionando)

Lee el siguiente párrafo. Describe uno de tus profesores del año pasado.

Carol López was our PE teacher three years ago. She was friendly and creative. She called me by my nickname: Key. I always remember the activities we did with that teacher. We learned how to be respectful, helpful, friendly, studious, meaningful, efficient, and some other important things we need to be good students and useful people in our neighborhood. We made teams and played interesting games two days a week.

La asignatura "Physical Education" es comúnmente llamada PE:
I was very good at PE.
I always got excellent grades.

1. BUILDING BLOCKS (Bloques de construcción)

1. Lee nuevamente la parte 1, extrae los adjetivos que encuentres en la lectura, escríbelos en tu cuaderno e investígalo los antónimos.

2. Ahora, observa la siguiente tabla:

Verb + ing ⟶ adjective		
Adjective	Suffix	Verb
interesting confusing welcoming amazing annoying loving	-ing	interest confuse welcome amaze annoy love

Noun + ful ⟶ adjective		
		Noun
wonderful useful beautiful careful faithful truthful	-ful	wonder use beauty care faith truth

Examples
1. Was your history teacher very boring? No. His classes were interesting. 2. My geography teacher was amazing! He knew everything about geography. 3. Our math teacher was wonderful. We always played interesting and useful games in class. 4. Mr. Suárez and Mrs. Villena were very helpful! They always helped the students with their homework after class. 5. Was your last English teacher very loving? Yes, she was. She had a warm welcoming smile.

K. NOW, LET'S PRACTICE! (Ahora, ¡Practiquemos!)

Lee con atención y escribe los adjetivos correspondientes en los espacios en blanco:

1. Mr. Gonzáles, our biology teacher, wasn't very _____. He never helped the students.
2. I don't like that teacher! He is so _____. We never do interesting activities.
3. Was her PE teacher a friendly person? No, he wasn't. He was an excellent athlete but an _____ person.
4. What was your Spanish teacher like? She was courteous and _____. She respected every body.
5. Was Mr. Robles a _____ teacher? Yes, he was. He had everything in order.
6. What's your English teacher like? He \ She is _____ and _____.

L. LET'S REFLECT AND CREATE! (Reflexionemos y creemos)

En grupos de dos, lean de nuevo los diálogos anteriores. Luego completen el siguiente y practíquenlo. Pueden representarlo usando sus propios nombres u otros y adjetivos del nuevo vocabulario de esta lección.

STUDENT A: Can you remember the name of the _____ math teacher we had, two years ago?

STUDENT B: Sure. His name was Arturo Rojas. He did many _____ activities that helped all the students.

STUDENT A: Yes! He came back. We're all happy. He is so _____.

STUDENT B: Cool! I can still play that _____ game with the very numbers. We learned a lot about numbers.

STUDENT A: He was such a _____ teacher, too. He helped all the students with their exercises after class.

STUDENT B: And he was very _____ too. He always respected all the people in our school.

¡As sweet as honey!
(Tan dulce como la miel)
Cuando queremos decir que algo está muy dulce, usamos esta expresión.

¡As spicy as a pea!
(Tan ocupado como una abeja)
Es una expresión que se usa para referirse a alguien que está muy ocupado.

Unit One: Do you know myself?

MORE FUN!

(¡Más diversión!)

Lee la siguiente frase sin parar pensar.

Five funny frogs fly over fifty-year-old Finnish fishermen.

Lesson 5
I miss my old school

Do you know Mrafi?

A. LET'S EXPLORE! (¡Exploremos!)

Observen la siguiente secuencia de dibujos y describan la situación. ¿En dónde imaginan se encuentran los personajes? ¿Te recuerda algo esta situación?

B. LET'S LISTEN AND READ! (¡Escuchemos y leamos!)

Escuchen la conversación anterior y lean la historia en forma silenciosa.

Student A: I _____ a geography test.

Student B: Why didn't you _____ to the basketball court?

Student A: Great! It's a pity that I _____ see it!

Student B: 88-84.

Student A: What _____ the score?

Student B: The students of 4th "B" did. They _____ very well.

Student A: Who _____ the game?

Formemos dupos de dos para completar el diálogo y practicarlo.

D. NOW, LET'S PRACTICE! (¡Ahora, practiquemos!)

Ahora, escuchen y repitan el siguiente diálogo:

Rodolfo: Where were you?

Adiel: I was at the basketball court.

Rodolfo: Why were you there?

Adiel: There was a great game.

Rodolfo: Really? Who was playing?

Adiel: Students of 4th "B"s the students of 5th "A".

C. LET'S LISTEN, READ AND SAY! (¡Escuchemos, leamos y digamos!)

E. LET'S READ AND LEARN! (¡Leamos y aprendamos!)

Lee y aprende las palabras y expresiones que utilizaste en el ejercicio anterior y otras nuevas.

Student A: Who was your geography teacher last year?
Student B: Mr. Vizcaino. She was lovely and demanding but very professional.

Student A: What was your math teacher like?
Student B: She was concerned and friendly.

Student A: Our tonicism teacher was Peruvian, but he loved our country.
Student B: Yes, Mr. Oblitas was loving and very respectful of our country.

El verbo **miss** tiene varios significados:

a. Pregta: I **missed** the bus this morning.
I always **miss** my Art class on Monday. It is too early and I live very far from here.

b. Extrañar: My boy friend is taking an English course in England. I **miss** him.
I **miss** my school and my classmates.

F. LET'S LISTEN, READ AND SAY! (¡Escuchamos, leamos y digamos!)

Ahora, escuchen y repitan el siguiente diálogo:

STUDENT A: What's wrong?
STUDENT B: I miss my old school.
STUDENT A: Oh, I understand. What was it like?
STUDENT B: It was small but cute. There was a very nice garden with beautiful roses.
STUDENT A: Was there a basketball court?
STUDENT B: Yes! We played other sports there, too. Oh, God! I miss my classmates and my teachers, too.

G. LET'S READ AND LEARN! (¡Leamos y aprendamos!)

Escucha y repite.

Answers	Questions
Yes, I do. And I miss my friends, too.	1. Do you miss your school?
They were very nice and fun.	2. What were your friends like?
Yes, I did. They were very professional.	3. Did you like your teachers?
He was creative, active and friendly.	4. What was your fonitsm teacher like?
Oh, it was comfortable, with lovely posters on the wall, a bookcase and a file.	5. How was your classroom?

There were a baseball field or a basketball court.

En una oración negativa se usa ,or;Ejemplo:

My old school was big and safe.

se usa la conjunción ,and; Ejemplo:
En una serie, al mencionar los ítems en una oración afirmativa,

H. ALL EARS! (¡Todo oídos!)

Escucha y marca con una X en la casilla correspondiente, el tiempo verbal de las oraciones que leerá la docente:

	SIMPLE PRESENT	SIMPLE PAST
1		
2		
3		
4		
5		

I. READING AND REFLECTING (Leyendo y reflexionando)

Lee el párrafo y trabaja el vocabulario con el \ la docente. Luego, en tu cuaderno, escribe preguntas simples para las oraciones subrayadas. Luego escribe la lectura en forma negativa.

I miss my old school in Colombia. It was very big. There was a basketball court, a soccer field, a huge yard, and a beautiful garden. It had a nice cafeteria. There were many trees and flowers. The teachers were concerned and hard-working. My classmates were friendly and studious. I was very happy there.

1. BUILDING BLOCKS

(Bloques de construcción)

1. Observa de nuevo el campio en los tiempos verbales:

SIMPLE PAST TENSE	SIMPLE PRESENT TENSE
Did you miss your old school?	Do you miss your old school?
I missed my school a lot.	I miss my school a lot.
Did Natalia miss her friends?	Does Miriam miss her friends?
Natalia missed her friends very much.	Miriam misses her friends very much.
What was your math teacher like?	What is your math teacher like?
My math teacher was very serious in class.	My math teacher is talkative and friendly.

2. Ahora observa la siguiente tabla:

Verb + ed ⟶ adjective		
Adjective	Suffix	Verb
satisfied interested blessed retired exhausted distracted puzzled	y ⟶ ied - ed -d	satisfy interest bless retire exhaust distract puzzle

Examples
1. The contused students stayed after class.
2. The teacher congratulated the advanced students.
3. Mr. Moreno met the retired teachers in the conference room.
4. They were excited about the game.
5. She looked exhausted after the test.

Observa las reglas de ortografía de algunos participios pasados de verbos regulares:

Si terminan en:

- consonante, se le agrega la sílaba –**ed**: **distract-distracted**
- **e**, se le agrega solo –**d**: **inspire-inspired**.
- **y** precedida por consonante, se cambia la **y** por **i** y se le agrega –ed: **petrify-petrified**.

K. NOW, LET'S PRACTICE! (Ahora, ¡practiquemos!)

Observa cuidadosamente las oraciones siguientes y escríbelas en tu cuaderno en pasado simple.

1. There is a mango tree in the yard.
2. I have an English book.
3. Mr. Colina has fifteen students.
4. This bus does to Valle de La Pascua.
5. The students write sentences in their notebooks.
6. Kathy studies English at a language institute.
7. Marcos and Nelson play soccer in the stadium.
8. There are many flowers in this garden.

L. LET'S REFLECT AND CREATE (Reflexionemos y creemos)

En grupos de dos, lean de nuevo los diálogos anteriores. Luego completen el siguiente y practíquenlo. Pueden representarlo usando sus propios nombres u otros y agregando el nuevo vocabulario de esta lección.

STUDENT A: Where did you _____ last year?

STUDENT B: I _____ at a pig school.

STUDENT A: Do you miss_____?

STUDENT B: Yes, I _____.

STUDENT A: _____ there many mango trees in that school?

STUDENT B: Yes, _____ were. There _____.

STUDENT A: _____ The English teacher work in this high school last year?

STUDENT B: No, she _____.

MORE FUN!

(¡Más diversión!)

Trabaja con un docente el siguiente trabalenguas.

TONGUE TWISTER

Peter Piper picked
A peck of pickled pepper.
If Peter Piper picked
A peck of pickled pepper,
Where's the peck of pickled pepper
Peter Piper picked?

Lesson 3

I traveled to la Gran Sabana

Do you know why?

A. LET'S EXPLORE! (¡Exploremos!)

Observen la siguiente secuencia de dibujos y describan la situación. ¿En dónde ocurren los personajes?
¿Cuáles actividades realizaron en cada lugar? ¿Han visitado alguno de estos sitios?

Caminata, Cruzin Main

Mochima

The Dunes

The Cactus

The Waterfalls

The Pintos

The Courtyard

Orinoquia Bridge

The Palms

The Andes

The Terrace

Activities: ate in a restaurant, walked on..., took pictures, went swimming \ fishing, rode a horse, danced, played in the snow \ river \ park.

B. LET'S LISTEN AND READ! (¡Escuchemos y leamos!)

Escuchen los nombres de las familias y las actividades que realizaron. Léanlo en forma silenciosa.

Student A: Wow! They really _____ a _____ time!

Student B: They went to _____, _____, _____, and…

Student A: Really? How nice! What did they _____ there?

Student B: They went to _____

Student A: Where did the_____ go on their last vacation?

la lección.

Formen grupos de dos para completar el diálogo y practicarlo. Utilicen la información que está al principio de

D. NOW, LET'S PRACTICE! (¡Ahora, practiquemos!)

STUDENT A: Wow! They really had a great time!

STUDENT B: They swam in the Great River, they went fishing, they ate typical food and they saw wild animals.

STUDENT A: Really? How nice! What did they do there?

STUDENT B: They went to Guadalajara.

STUDENT A: Where exactly?

STUDENT B: They went to the plains.

STUDENT A: Where did the Palmas go on their last vacation?

Ahora, escuchen y repitan el siguiente diálogo:

C. LET'S LISTEN, READ AND SAY! (¡Escuchemos, leamos y digamos!)

E. LET'S READ AND LEARN!

(¡Leamos y aprendamos!)

Lee y aprende las palabras y expresiones que utilizaste en el ejercicio anterior y otras nuevas.

Cuando se habla de una familia, se suele colocar el abellido de la familia en plural para referirse a todos los miembros de la familia. Ejemplo:

The Leon family \ The Leons

Si el abellido termina en sonidos \s\, \z\, se agrega una silaba:

The Pérez \ The Pérezes

\iz\

Unit One: Do you know my?

1	a. It was nice.	b. I don't like it.
2	a. Yes, they did.	b. They went to The Andes.
3	a. Two months.	b. Two kilometers.
4	a. They got there by car.	b. They went skiing.
5	a. Mr. Pamm did.	b. Mr. Pamm does.

Escucha y encierra en un círculo la letra correspondiente a la respuesta apropiada.

H. ALL EARS! (¡Todo oídos!)

Answers	Information Questions
I went to Acapulco \the beach\the mountain.	1. Where did you go?
I went to Acapulco last month\last week\in August\ two years ago.	2. When did you go to Acapulco?
I got there by plane\by car\by bus\by boat \by train\ or foot	3. How did you get there?
It was dirty! We had a wonderful time! \It was terrible. It rained all the time.	4. How did you like it?
I ate typical food, such as cabuperia stew. It was delicious.	5. What kind of food did you eat?

Escucha y repite.

G. LET'S READ AND LEARN! (¡Leamos y aprendamos!)

Ahora, escucha y repitan el siguiente diálogo:

STUDENT A: What did they do there?
STUDENT B: They swam every day.
STUDENT A: Where did they swim?
STUDENT B: They swam in the "Caribe" river.
STUDENT A: What kind of food did they eat?
STUDENT B: They ate typical food, such as "carne en vara."
STUDENT A: Did they like it?
STUDENT B: They liked that a lot.

1. READING AND REFLECTING

(Leyendo y reflexionando)

Lee el párrafo y trabaja el vocabulario con el \ la docente. Luego, en tu cuaderno, escribe preguntas relacionadas con las partes subrayadas.

There is a big family in my neighborhood that likes to go to the mountain on vacation. Last summer they went to the Andes and had a great time together. The children played and ate a lot. The parents walked in the mountain in the morning and relaxed in the afternoon. The grandparents stayed home and played cards in the evening. Uncle Luis cooked dinner every day. Grandma made breakfast and lunch. They took nice pictures. Now they are back. I always visit them to see their pictures.

El turismo es un proceso social que busca permitir a todo la colectividad en su desarrollo diario. Esta actividad pisa admiración, genera ingresos monetarios muy altos y, además potencia nuestra identidad nacional y nuestros saberes, pues es un intercambio cultural entre el visitante y el habitante del lugar.

¡Desarrollemos el turismo nacional!

1. BUILDING BLOCKS

(Bloques de construcción)

1. Observa las instrucciones y relata a tus compañeros la travesía que realizó la familia Romero. Utiliza la información del cuadro.

SIMPLE PAST TENSE	
ΕΛΕΜΠΛΟΣ	**DID**
Did you travel to Acropolis?	did\subject\verb\complement
Yes, he did. \ No, he didn't.	Yes-No\subject\did-didn't
When did you travel to Acropolis?	WH-word\did\subject\verb\complement
My father travelled to Acropolis last month	subject\verb\complement
ΕΛΕΜΠΛΟΣ	**BE**
Was Mr. Sosa in Caracas last week? Were Claudy and Belky in Barquisimeto ?	was-were\subject\complement
Yes, he was\ No, he wasn't. Yes-No\subject\was-wasn't Yes, they were\ No, they weren't. Yes-No\subject\were-weren't	Yes-No\subject\was-wasn't Yes-No\subject\were-weren't
When was he in Caracas? When were they in El Tocuyo?	WH-word\was-were\subject\verb\complement
He was in Caracas last week. They were in El Tocuyo in January.	subject\verb\complement

Vocabulario:
το το Μένιδη \ take an airplane \ fire a car \ visit beautiful towns \ το το Los Alerces \ buy souvenirs \ το
down the mountain on wules to visit Los Nevados

2-

El verbo **to be** no necesita de auxiliares para formar oraciones interrogativas o negativas en presente y pasado simple (do-does-did), porque él es su verbo auxiliar:

Is it too far? No, it isn't.
Was Mr. Colmenares in Ciudad Bolívar?
No, he wasn't.

K. NOW, LET'S PRACTICE! (Ahora, ¡Practiquemos!)

Observa cuidadosamente las respuestas siguientes y escribe las preguntas correspondientes en tu cuaderno.

1. Yes, she did. She visited Churín Wein.
2. No, they didn't. They traveled to Barinas in September.
3. I went to Caracas to visit the science museum.
4. No, I wasn't. I was in El Vigía last Tuesday.
5. Yes, they were. They were at the Mare-Mares Hotel.

L. LET'S REFLECT AND CREATE (Reflexionemos y creemos)

En grupos de dos, lean de nuevo los diálogos anteriores. Luego completen el siguiente y practíquenlo. Pueden representarlo usando sus propios nombres u otros y adaptando el nuevo vocabulario de esta lección.

STUDENT A: Where did you _____ on vacation?
STUDENT B: I went to _____.
STUDENT A: How _____ you _____ there?
STUDENT B: I _____there ___ _____.
STUDENT A: What _____ you _____ there?
STUDENT B: I _____ and _____ and_____.
STUDENT A: You really_____ a _____ time!

MORE FUN!

(¡Más diversión!)

Trabaja con tu docente el siguiente juego. Escucha las instrucciones. Puedes colocarse en semicírculo o formar equipos y anotar el score en la pizarra.

La docente dirá el nombre de un estado de Venezuela. Cuando sea tu turno, tú responderás con una oración usando el verbo ‘go’ en pasado, la capital de ese estado y una expresión de tiempo. Ejemplo:

Docente: CARABOBO

You: I went to VALENCIA last month.

NOTA:
Los nombres de los estados y las expresiones de tiempo pueden ser alabordados en tantas con anterioridad. También pueden convertirlo en un juego de mesa.

Tfaf furfi

Lesson 4

I lost my cell phone!

A. LET'S EXPLORE! (¡Exploremos!)

Observen la siguiente secuencia de dibujos y describan la situación. ¿Dónde se encuentran los personajes de la historia? ¿Qué situación se presenta?

Andrea y Emily están hablando en el patio de la escuela. Emily perdió su "compañita".

Dos días después...

B. LET'S LISTEN AND READ! (¡Escuchemos y leamos!)

Escuchen la conversación anterior y lean la historia en forma silenciosa.

Student 1: Hi, _____. Are you OK? You look _____.

Student 2: I am. I _____ _____ _____.

Student 1: Oh, really? How _____ _____ _____ it?

Student 2: I _____ _____ in the classroom. When I got back, it _____ there.

Student 1: Why _____ you ask your teacher?

Student 2: Good _____!

Form pairs and complete the dialogue and practice.

D. NOW, LET'S PRACTICE! (¡Ahora, practiquemos!)

Ahora, escuchen y repitan el siguiente diálogo:

Sarah: Hi, Fernando. Are you OK? You look worried.

Fernando: I am. I lost my cellphone.

Sarah: Oh, really? How did you lose it?

Fernando: I left it in the classroom. When I got back, it wasn't there.

Sarah: Why don't you ask your teacher?

Fernando: Good idea!

C. LET'S LISTEN, READ AND SAY! (¡Escuchemos, leamos y digamos!)

E. LET'S READ AND LEARN! (¡Leamos y aprendamos!)

Lee y aprende las palabras y expresiones que utilizaste en el ejercicio anterior y otras nuevas

I lost my keys in the school yard

She left her laptop on the bus

She found her cellphone in the bathroom

Some personal objects

A backpack

A watch

A wallet

A pencil case

Algunas expresiones no tienen traducción literal, solo equivalentes:

I lost my cell phone: ¿se me perdió el celular?
I dropped my wallet: ¿se me cayó la cartera?

Traducción	Pasado simple	Presente	
responder\volver	Answered	Answer (s)	regular verbs
preguntar\pedir	Asked	Ask (s)	
Dejar caer	Dropped	Drop (s)	
Escuchar	Listened to	Listen (s) to	
Mirar	Looked at	Look (s) at	
Buscar	Looked for	Look (s) for	
Estudiar	Studied	Study (ies)	
Ver\observar	Watched	Watch (es)	

E. LET'S LISTEN, READ AND SAY! (¡Escuchamos, leamos y digamos!)

Ahora, escuchen y repitan el siguiente diálogo:

Mr. López: Good morning, Mr. Ramos. How are you?
Mr. Ramos: Not very well. I'm looking for my keys.
Mr. López: Oh, were did you lose them?
Mr. Ramos: I think I lost them this morning.
Mr. López: Why don't you ask the principal?
Mr. Ramos: OK. Thanks. Good idea!

C. LET'S READ AND LEARN! (¡Leamos y aprendamos!)

Lean en voz alta los siguientes verbos, útiles para contar cosas que te sucedieron o que estabas haciendo cuando algo ocurrió. Observa que algunos siguen un patrón en el pasado (regulares) y otros no. ¿Ya sabes cuál es el patrón?

Irregular verbs	Past simple	Translation
Break (s)	Broke	Romper
Bring (s)	Brought	Traer
Buy (s)	Bought	Comprar
Come (s)	Came	Venir
Do (does)	Did	Hacer (realizar una actividad)
Drink (s)	Drank	Beber
Eat (s)	Ate	Comer
Find (s)	Found	Encontrar
Get (s) back	Got back	Recuperar (algo)
Give (s)	Gave	Dar
Go (es)	Went	Ir
Have (has)	Had	Tener
Leave (s)	Left	Salir\dejar (algo\a alguien)
Lose (s)	Lost	Perder
Make (s)	Made	Hacer (elaborar algo)
Read (s)	Read	Leer
See (s)	Saw	Ver
Take (s)	Took	Tomar
Write (s)	Wrote	Escribir

H. READING AND REFLECTING

(Leyendo y reflexionando)

Lee atentamente el siguiente fragmento y luego responde **True** o **False**.

Yesterday, Mario left his math book in the school canteen. An hour later, he went back to the canteen, but the book wasn't there. Then, Mr Paredes, his math teacher, saw him and said: "Mario, this is your book. Right?" He said: "Oh, yes, Mr Paredes! Thank you very much!"

	TRUE	FALSE
a. Mario left a personal object in the school canteen.	☐	☐
b. Mr Paredes is an English teacher.	☐	☐
c. Mr Paredes phoned Mario.	☐	☐
d. Mario got his book back.	☐	☐

1. ALL EARS! (¡Todo oídos!)

Escuchen los siguientes fragmentos de conversaciones y subrayen la palabra o frase correcta.

1. A: What's wrong, Gilberto?

B: **I lost my wallet** \ **I dropped my wallet**.

2. A: I lost my **keys****key**

B: How did you lose **them** \ **it**?

3. A: I **left** \ **found** my laptop on the bus

Honesty is the best policy
La honestidad es la mejor política

1. BUILDING BLOCKS (Bloques de construcción)

Comparen los pronombres de ambas columnas de la izquierda y luego observen cómo se usan en los ejemplos.

Examples	Object pronouns	Subject pronouns
My grandma loves **me** and I love **her**.	me	I
This is a present for **you**.	you	You
Did you see David\ Yes, I saw **him** last night.	him	He
Our parents love **us**.	her	She
They are in town. I saw **them** yesterday.	it	It
	us	We
	you	You
	them	They

Student A: Good morning, _____. How are _____?

Student B: Not very well. I _____ my _____.

Student A: Oh, what did you lose _____?

Student B: I think I _____ it this morning.

Student A: Why don't you _____ your teacher?

Student B: Oh, he wasn't at the school this morning.

Student A: Let's talk to the janitor. I saw _____ in the garden.

Student B: Good _____! She's an honest person.

Forman parejas y lean de nuevo los diálogos anteriores. Luego, completen el siguiente diálogo y practíquenlo.
Pueden representarlo usando sus propios nombres u otros y agregando el nuevo vocabulario de esta lección.

L. LET'S REFLECT AND CREATE! (Reflexionemos y creemos)

1) Reflexionen sobre cada una de las siguientes oraciones y completenlas con el pronombre objeto correcto.

Ej.: Cachapas are delicious. I love them

a) My brother was making a lot of noise.
I asked _____ to turn off the radio.

b) A: Those mangoes look nice.
B: I bought _____ in PDVAL.

c) A: Did he marry Luisa?
B: Yes, he did. He loves _____.

d) A: What were you doing with that book?
B: I was doing to tx _____.

2) Ahora suplanten, en cada oración, el pronombre correcto, sujeto u objeto, según el caso.

1. My brother and my father are in the kitchen. They\Them are talking.
2. My brother is very happy. My father gave he\him a book.
3. This is my notebook. Please give him\it to me\I .
4. We\Us always take out dog with we\us when we\us go to the beach.
5. Tina likes cookies. She\Her eats they\them everyday.

MORE FUN!

(¡Más diversión!)

En las oraciones 1 a 4 hay información sobre lo que Juan hizo el día de ayer por la mañana. Haz corresponder los números de cada oración con una ilustración. Las oraciones están ordenadas, pero las ilustraciones están en desorden.

¿What did John do yesterday morning?

1. He ate an apple for breakfast.
2. He left home.
3. He went to school.
4. He studied very hard.

A. LET'S EXPLORE! (¡Exploremos!)

Observen la siguiente secuencia de dibujos y describan la situación. ¿Dónde se encuentran los personajes de la historia? ¿Qué situación se presenta?

El dominio pasado lluvia y tormenta tuvieron un accidente en sus casas:

B. LET'S LISTEN AND READ! (¡Escuchemos y leamos!)

Escuchen la conversación anterior y lean la historia en forma silenciosa.

C. LET'S LISTEN, READ AND SAY! (¡Escuchemos, leamos y digamos!)

Escuchemos, leamos y repitamos el siguiente diálogo:

Carlos: Hello, Manuel. How are you?
Manuel: I'm not very well.
Carlos: What's wrong?
Manuel: Look at my finger. I cut myself with a knife.
Carlos: Does it hurt?
Manuel: Yes, it hurts a lot.
Carlos: Oh, I'm really sorry, Manuel.

D. NOW, LET'S PRACTICE! (¡Ahora, practiquemos!)

Formen parejas para completar el siguiente diálogo y practicarlo. Como en el diálogo anterior, dos jóvenes conversan. Uno de ellos sufrió un accidente. Luego usen sus propios nombres.

Student A: Hello, _____. How are you?
Student B: I'm not _____ well.
Student A: _____'s wrong?
Student B: Look at my _____. I _____ myself with a knife.
Student A: Does it hurt?
Student B: Yes, it _____ a lot.
Student A: Oh, I'm really sorry, _____.

E. LET'S READ AND LEARN!

(¡Leamos y aprendamos!)

Observen las instrucciones y reflexionen sobre el significado de las siguientes palabras y expresiones.

I cut myself this morning

She burnt herself yesterday

He fell on the floor last Sunday and hurt himself

They had a car accident.
They hurt themselves

She fell off her bike last night and hurt herself

Cuando quieras saber algo le cuentas\cuenta a alguien,
puedes usar cualquiera de estas preguntas:

What's wrong?
What happened?

Y para averiguar cómo ocurrió el incidente,
puedes preguntar:

How did it happen?

E. LET'S LISTEN, READ AND SAY! (¡Escuchemos, leamos y digamos!)

Ahora, escucha y repite el siguiente diálogo:

Betty: Oh, Jenny, you're late.
Jenny: I'm sorry. I was with Miguel. He had a little accident.
Betty: Oh, really? How did it happen?
Jenny: We were running and he fell down.
Betty: Oh, wow. I'm sorry to hear that. Did he hurt himself?
Jenny: Yes, he broke his leg, so I called an ambulance. They
took him to a CDI.

C. LET'S READ AND LEARN! (¡Leamos y aprendamos!)

Escucha y repite

What were they doing yesterday at six o'clock?

What about you?

What were you doing
yesterday at 6 o'clock?

I was...

I was making a sandwich

Peter's father was washing
his face

Andrea was having breakfast

Ronny and Dora were walking
to school

H. ALL EARS! (¡Todo oídos!)

Escuchen atentamente esta pequeña historia. Luego, escuchenla de nuevo y suplanten las opciones correctas entre las dos que se muestran entre cada paréntesis.

Last (Saturday\Sunday), my father and my brother were (running\walking) in the park. It was raining and the ground was wet. My (brother\sister) fell down and hurt (himself\herself).

I. READING AND REFLECTING (Leyendo y reflexionando)

Last night, Mrs Mayor was cooking dinner when she burnt herself. She went to a CDI. She feels good now.

	TRUE	FALSE
Mrs. Mayor burnt herself yesterday morning.	☐	☐
She was preparing dinner last night.	☐	☐
Mr. Mayor went to a pharmacy.	☐	☐

J. BUILDING BLOCKS (Bloques de construcción)

1. Observen el cuadro siguiente y presten atención a los pronombres reflexivos y como se usan en los ejemplos.

Examples	Reflexive pronouns	Personal pronouns	
I did it by myself.	myself	I	Singular
The coffee is hot. Don't burn yourself!	yourself	You	
Dan cut himself with a knife.	himself	He	
She fell off her bike and she hurt herself.	herself	She	
The dog bit itself with the door.	itself	It	
Luisa and I enjoyed ourselves in the party.	ourselves	We	Plural
Please, help yourselves!	yourselves	You	
They didn't hurt themselves in the accident.	themselves	They	

5. Ahora, observen y reflexionen sobre la siguiente tabla y el uso del tiempo pasado continuo.

Interrogative form			Negative form The past continuous			Affirmative form		
	I	was		I	wasn't		I	was
	you	were		you	weren't		you	were
	he			he			he	
	she	was		she	wasn't		she	was
	it			it			it	
Were	we		sleeping.	we		studying.	we	
	you	were		you	weren't		you	were
	they			they			they	

A: What were you doing at 6 o'clock this morning Brenda?
B: I was sleeping. And you? Were you sleeping, too?
A: No. I was playing a shower.

Using the past continuous

Los pronombres reflexivos sirven para expresar acciones que recaen sobre la misma persona que la realiza, tanto en inglés como en español.

Por ejemplo: **she looks at herself in the mirror.** (ella se mira a sí misma): **he hurt himself** (él se lastimó)

En inglés, además, tambien podemos usar los pronombres reflexivos para enfatizar que una accion fue hecha por nosotros mismos: sin ayuda.

Por ejemplo: **I did it myself** (yo mismo lo hice) o **I did it yo myself** (yo lo hice por mi mismo).

K. NOW, LET'S PRACTICE!

(Ahora, ¡practiquemos!)

1. Complete las siguientes oraciones con la forma correcta del pronombre reflexivo.

a. We sister cut _____ with a piece of glass.

b. A: How did you hurt _____?
B: I hit _____ with a hammer.

c. Tizini and Noemi enjoyed _____ at the party.

d. A: The table looks great now.
B: Yes, we repaired it _____.

e. Cesar did the homework by _____.
Nobody helped him.

f. A: Do you wash your car?
B: No. It cleans itself.

2. Complete los espacios en blanco. Utilice el verbo entre paréntesis, reescribiéndolo en pasado continuo.

Last night at 7 o'clock p.m. I **was watching** (watch) T.V. My sister Nilda _____ _____ (talk) on the phone. My dad's brother Raul _____ _____(sleep). We drank and drank _____ _____ (play) chess and my parents _____ _____ (cook) dinner.

L. LET'S REFLECT AND CREATE!

(Reflexionemos y creemos)

En parejas, lean de nuevo todos los diálogos anteriores. Luego completen el siguiente diálogo y practíquenlo.
Pueden abreviarlo y representarlo usando sus propios nombres u otros.

Student 1: Oh, _____, you're late.

Student 2: I'm sorry. I was with _____. He _____ a little accident.

Student 1: Oh, really? _____ ?

Student 2: We were _____ and _____ _____.

Student 1: Oh, wow. I'm sorry to hear that. Did he\she hurt _____?

Student 2: Yes, _____ broke his\her _____, so I called an ambulance. They drove _____ him\her to a CDI.

En muchos países y desde hace poco tiempo en Venezuela, es obligatorio usar el cinturón de seguridad cuando vamos en el carro. Es por nuestra seguridad.
Así pues, cuando estén en el carro:

Please, fasten your seatbelts!

(Por favor abróchense los cinturones)

MORE FUN!

(¡Más diversión!)

En la columna A hay algunos consejos (en inglés) sobre cómo prevenir accidentes. En la columna B hallarás esos mismos consejos en español. Encuentra las equivalencias entre las frases de la columna A en la columna B, tal como en el ejemplo.

A	B
1. Fasten your seatbelt.	a. Mantenga los cuchillos lejos del alcance de los niños
2. Wash your hands before eating.	b. No deje que los niños jueguen con fósforos.
3. Keep knives away from children.	c. Abróchese el cinturón.
4. Don't let children play with matches.	d. Mire a ambos lados de la calle antes de cruzarla.
5. Handle electrical appliances with care	e. Manipule los aparatos eléctricos con cuidado.
6. Look both ways before crossing the street.	f. Lávese las manos antes de comer.

A. LET'S EXPLORE! (¡Exploremos!)

Observen la siguiente secuencia de dibujos y describan la situación. ¿Dónde se encuentran los personajes de la historia? ¿Qué situación se presenta?

La clase de inglés está por comenzar.

B. LET'S LISTEN AND READ! (¡Escuchemos y leamos!)

Escuchen la conversación anterior y lean la historia en forma silenciosa.

C. LET'S LISTEN, READ AND SAY! (¡Escuchemos, leamos y digamos!)

Ahora, escucha y repite el siguiente diálogo:

Teacher: Good morning, class. Please open your notebooks.
Claudia: I'm sorry, teacher. I left my English notebook at home.
Teacher: Oh, really? Why? How did it happen?
Claudia: Well, I promptly ripped my history notebook by mistake.
Teacher: Please, remember to bring it tomorrow.

D. NOW, LET'S PRACTICE! (¡Ahora, practiquemos!)

Formen parejas para completar el diálogo y practicarlo.

Student A: Good _____, class! Please open your _____ (lipros).
Student B: I'm _____, teacher. I left my English _____ at home.
Student A: Oh, really? Why? _____ did it happen?
Student B: Well, I promptly ripped the _____ (piology) book by mistake.
Student A: Please, _____ to bring it _____ (la broxima semana).

E. LET'S READ AND LEARN! (¡Leamos y aprendamos!)

Leamos y aprendamos las palabras y expresiones que utilizamos en el ejercicio anterior y otras nuevas.

She was washing the bathroom.

She fell on the floor.

He was playing baseball in the backyard.

He broke a window.

I was doing my homework in my bedroom.

I spilt coffee on my notebook.

They were watching TV in the living room.

The telephone rang.

Esta es una típica casa de Manchuria. Edo. Abrigo. Escucha y observa los nombres de las partes de la casa:

C. LET'S READ AND LEARN! (¡Leamos y aprendamos!)

Ahora, escucha y repite el siguiente diálogo:

F. LET'S LISTEN, READ AND SAY! (¡Escuchemos, leamos y digamos!)

Ayer la familia Rojas estaba viendo TV cuando sonó el timbre.

Mr Rojas: Who is that?
The son: It's me, William.
Mr Rojas: What's wrong? Why are you crying, Willy?
The son: I was playing baseball with my friends and I tripped my hand.
Mr Rojas: It doesn't matter, honey. Are you OK?
The son: Yes, mom. I'm fine but that's not all.
Mr Rojas: Oh, really? What happened?
The son: We broke the neighbor's window.

H. ALL EARS! (¡Todo oídos!)

Escucha las oraciones. Cada una se refiere a una de las instrucciones en cada par de figuras. Encierra en un círculo la letra de la ilustración correspondiente.

7

B

A

5

B

A

I. READING AND REFLECTING (Leyendo y reflexionando)

Yesterday, it was 7.00 pm when the telephone rang at Ramon's house. He was watching TV. His mom was making dinner and his father was reading a book.

Responde verdadero (true) o falso (false)

	TRUE	FALSE
The telephone rang at 6.00 pm.	☐	☐
Ramon was sleeping when the telephone rang.	☐	☐
Ramon's father was reading a book at 7.00 pm.	☐	☐
Ramon's mom was cooking dinner.	☐	☐

J. BUILDING BLOCKS (Bloques de construcción)

Simple past		Past continuous		
			was	I
			were	You
				He
			was	She
				It
the president arrived.	when	sleeping	were	We
				You
				They

WH-questions

A: What were you doing when I called you yesterday?

B: I was taking a shower.

Yes\No questions

A: Were you doing your homework when you split coffee on your notebook?

B: Yes. I was.

A: Were they working on their laptop when the lights went off?

B: No. They weren't. They were talking.

K. NOW, LET'S PRACTICE! (Ahora, ¡practiquemos!)

En la cuadrito, construye oraciones con **when**, a partir de las palabras dadas.

Ejemplo: We \ study \ the dog \ open the door
We were studying when the dog opened the door

1. The teacher \ write on the board \ the principal \arrive
2. She \ sleep \ her mom \ call her
3. I \ take a shower \ my father \ come home
4. Nora and Mirna \ talk in the street \ I see them

"Home is where your heart is."
(Hogar es donde está tu corazón)

En inglés y en español, casa (**house**) y hogar (**home**) representan ideas diferentes. La casa es solo la estructura física donde vivimos, mientras que el hogar se refiere al lugar donde nos sentimos seguros, unidos, donde hay calor humano. En los países de habla inglesa, cuando alguien dice, por ejemplo: Peter went back home, generalmente quiere decir que Peter regresó a su país.

Observa cómo expresamos dos acciones que ocurren simultáneamente:

- **At 11 o'clock, last night, I was sleeping, but my sister was watching TV.**
  A eso de las 11:00, yo estaba durmiendo, pero mi hermana estaba viendo TV.
- **This morning, I probably practiz, and my sister walked the dog.**
  Esta mañana, yo probablemente practiqué, y mi hermana paseó al perro.

Una acción que interrumpe otra:

- **I was studying in my bedroom, when my mom knocked on the door.**
  Yo estaba estudiando en mi habitación, cuando mi mamá tocó la puerta.

L. LET'S REFLECT AND CREATE!

(Reflexionemos y creemos)

En dúos de tres leen de nuevo los diálogos anteriores. Luego completen el siguiente y practíquenlo. Después representalo usando sus propios nombres u otros y adiestrando el nuevo vocabulario de esta lección.

Student A: _____ _____ _____?
Student B: It's me, _____.
Student A: What's wrong? Why _____ so sad?
Student B: I was _____ when I _____ _____ _____ _____ _____.
Student C: I'm sorry honey. Let's get a new notebook.
Student B: Thank you, mom. But _____ _____ _____.
Student C: Oh, really? _____ _____?
Student B: I _____ _____ _____ _____ _____.

MORE FUN!

(¡Más diversión!)

The Odd One Out

En este juego, necesitaremos estar atentos para descubrir palabras con una característica diferente. ¿Cuál es?
En este juego, unas palabras buscan diferenciarse de otras por su significado, por su forma, etc. ¡Descúbrelas!

Ejemplo: En esta lista, casi todas las palabras corresponden a nombres de ríos de Venezuela. El "PICO ESPELO" es una montaña. Por lo tanto no pertenece al mismo grupo de palabras.

a. ORINOCO b. CARONI c. PICO ESPELO d. GUAIRE

Ahora, escucha al docente leer los grupos de palabras y levanta la mano tan pronto descubras cuál es la diferente en cada uno. Si varios levantan la mano a la vez, espera una al docente indique quién será la que lo diga:

¡COMENCEMOS A JUGAR!

1 - a. living room	b. kitchen	c. cell phone	d. bathroom
2 - a. pencil	b. notebook	c. coffee	d. laptop
3 - a. studying	b. writing	c. reading	d. running
4 - a. student	b. teacher	c. school	d. principal
5 - a. mom	b. father	c. grandma	d. friend
6 - a. am	b. are	c. is	d. was

3 Memories

Lesson 7
I used to play the violin

A. LET'S EXPLORE! (¡Exploremos!)

Observen la siguiente secuencia de dibujos y describan la situación. ¿Dónde se encuentran los personajes de la historia? ¿Qué situación se presenta?

B. LET'S LISTEN AND READ! (¡Escuchemos y leamos!)

Escuchen la conversación anterior y lean la historia en forma silenciosa.

C. Let's Listen, Read and Say! (¡Escuchemos, leamos y digamos!)

Ahora, escuchen y repitan el siguiente diálogo:

Pepito: What's your favorite pastime, Helena?
Helena: My favorite pastime is to play the guitar.
Pepito: Do you play it every day?
Helena: I need to play it every day but now it's impossible. We always work really hard at school.
Pepito: Do you play any sports?
Helena: I need to play volleyball when I was a child, but not any more
Pepito: Do you play any other musical instruments?
Helena: I need to play the cuatro when I was 2 years old, but now anymore.

D. Now, Let's Practice! (¡Ahora, practiquemos!)

Formemos grupos de dos para completar el diálogo y practicarlo.

Carmen: Listen! Someone is playing the _____!
Zaida: What a charming piece of music! I remember when I need to play it too!
Carmen: _____you use to play it?
Zaida: I did put not _____.
Carmen: Can you play the _____?
Zaida: No. I can play the _____but I don't have time these days.
Carmen: Were you a good musician?
Zaida: Yes, I _____ put now I don't practice much and you know, practice makes perfect.

E. LET'S READ AND LEARN!

(¡Leamos y aprendamos!)

Practiquemos oralmente utilizando los nombres de los instrumentos:

I need to play the _____, but now I play the _____.

Trumpet

Saxophone

Violin

Mandolin

Drums

Harp

Trombone

Flute

Bass

Clarinet

En inglés, los nombres de los instrumentos van precedidos del artículo definido **the:**

She can play **the harp** very well.
I need to play **the cello** but not anymore.

E. LET'S LISTEN, READ AND SAY!

(¡Escuchemos, leamos y digamos!)

Ahora, escuchen y repitan el siguiente diálogo

Trinidad: Hi, Orlando!
Orlando: Hi, there!
Trinidad: Look at these beautiful pictures.
Orlando: Do you study arts?
Trinidad : Well, I need to study arts but now I'm studying graphic design.
Orlando: Great!
Trinidad: I could paint well when I was a child, but now I prefer to work on the computer. What about you?
Orlando: I could play the violin, but now I prefer sports.

C. LET'S READ AND LEARN!

(¡Leamos y aprendamos!)

Observa lo que hacían y lo que hacen ahora:

She could play basketball when she was 6 child, but now she plays softball.

He used to play catch when he was a child, but not anymore.

She could play baseball when she was 5, but now she plays volleyball.

He used to swim at school, but not anymore.

H. ALL EARS! (¡Todo oídos!)

Escucha las preguntas de tu docente y selecciona la respuesta apropiada.

a.- Yes, I need to play softball put I don't anymore.

b.-No, I didn't use to play baseball.

c.- Yes, they did.

c.- He could, but now he can't.

a.-She could run fast but now she can't.

b.-No, I didn't.

I. READING AND REFLECTING (Leyendo y reflexionando)

Responde verdadero o falso.

Leonardo Sedneiz used to study music, but he couldn't continue because his parents could not afford it. Fortunately, the National System of Children and Youth Orchestras gave him a scholarship. Now, he can play the clarinet and read music.

	TRUE	FALSE
1. Leonardo's parents have a lot of money.	☐	☐
2. Leonardo can play the clarinet.	☐	☐
3. Leonardo is a high school student	☐	☐

Luis Mariano Rivera fue un poeta, compositor cantante y guitarrista popular venezolano due nació en Cantaura, Edo. Sucre el 19 de agosto de 1906 y murió el 12 de marzo de 2003. Su obra es amplia y reconocida tanto nacional como internacionalmente.

1. BUILDING BLOCKS (Bloques de construcción)

1. Observa:

Julio and his sister need to play the harp when they were children.

She used to play the cello 12 years ago.

They need to play the marimbas when they are at the university.

He could play the drums when he was a child.

2. Ahora, observa la siguiente tabla:

Examples	In the past...
We could play the clarinet 50 years ago.	subject +could+verb+complement
We could not \ couldn't play the harp 2 years ago.	subj+could+not \ couldn't+verb+complement
We need to swim when we were children.	subj+need to+ verb+ complement
We didn't use to swim in that lake.	subj+did+not \ didn't+use to+ verb+complement
	Now...
We can play the harp.	subject +can+verb+complement
We cannot \ can't swim fast.	subject +can+not \ can't+verb+complement
Questions	
Information Questions	
What instrument can you play?	What+object+aux+subj+verb+base/root clause
What instrument could you play when you were a child?	What+ object+aux+subj+verb+base/root clause
What instrument did you use to play?	
Yes\ no questions	
Can you play soccer?	Aux+subj+verb+object
Could you play catch when you were 2?	Aux+subj+verb+object+base/root clause

K. NOW, LET'S PRACTICE! (Ahora, ¡Practiquemos!)

Escribe la letra de la respuesta sobre la línea.

1. What instrument did you use to play when you were a child? _____

a. No, I couldn't. I didn't even have a pike.

2. Did you use to play the flute when you were a teenager? _____

b. I used to play the harp. I loved it.

3. Could you ride a pike when you were 3 years old? _____

c. Yes. She could swim 4 laps in six minutes.

4. Could your sister swim when she was 10 years? _____

d. No, I didn't. I could play the oxo when I was a teenager.

L. LET'S REFLECT AND CREATE! (Reflexionemos y creemos)

En grupos de dos lean de nuevo los diálogos anteriores. Luego completen el siguiente y practíquenlo.

Student A: _____, somebody is playing _____.
Student B: Oh, yes. That's a _____ piece of music.
Student A: I _____ play it when I was a child.
Student B: What instrument did you _____ play?
Student A: I used to play the_____. What about you?
Student B: I couldn't play any _____. I _____ _____ volleyball.

"Finding good players is easy. Getting them to play as a team is another story."

Encontrar buenos jugadores es fácil. Hacerlos jugar como equipo es otra historia.

Casey Stengel

MORE FUN!

(More diversion!)

Let's play...

BASEBALL
BASS
CELLO
CLARINET
FLUTE
GUITAR
HARP
MANDOLIN
SAXOPHONE
SOCCER
SOFTBALL
VIOLIN
VOLLEYBALL

Memories

Lesson B

Where was he born?

A. LET'S EXPLORE! (¡Exploremos!)

Observen la siguiente secuencia de diálogos y describan la situación. ¿Dónde se encuentran los personajes de la historia? ¿Qué situación se presenta?

B. LET'S LISTEN AND READ! (¡Escuchemos y leamos!)

Escuchen leen silenciosamente el diálogo anterior.

C. LET'S LISTEN, READ AND SAY! (¡Escuchemos, leamos y digamos!)

Ahora, escucha y repite el siguiente diálogo:

Rosa: Who was Luisa Cáceres de Arismendi?

Roberto: She was an actress!

Rosa: No, she wasn't.

Roberto: Who was she, then?

Rosa: She was a very brave Venezuelan heroine.

D. NOW, LET'S PRACTICE! (¡Ahora, practiquemos!)

Formemos grupos de dos para completar y practicar el siguiente diálogo. Para este diálogo escoja una figura importante de la historia de Venezuela.

Repeat: Who was _____?

Voice: _____ was _____ _____ _____

Repeat: When was _____ born?

Voice: _____ was _____ in _____.

Repeat: Where was _____ born?

Voice: _____ was born in _____.

E. LET'S READ AND LEARN!

(¡Leamos y aprendamos!)

Tim is laughing. She's **wearing** the long at the end of the seventeenth century. She was a very Norwegian woman. Her husband was José María Espada.

He's a **hero**. His name was José María Espada. He lived at the end of the seventeenth century. He was a very **courageous** man. His wife was laughing. She's

Usamos:

- **in:** para hablar de fechas y mes: **in April 14th.**
- **on:** para referirnos a un día o a un mes: **on February, in April.**

4	a) At home.	b) In Maracaibo.	c) In 1783.
3	a) She was a dancer.	b) She was a reporter.	c) She was a doctor.
2	a) In 1800.	b) At the end of the 17th century.	c) 1989.
1	a) On October 28th.	b) In December.	c) In Colombia.

Escucha las preguntas dos veces y selecciona las respuestas:

H. ALL EARS! (¡Todo oídos!)

ADVERBIALS IN THE PAST TENSE	
Noun phrase + ago	She lived in Angola/State two years ago. He visited me a month ago. He did it a long time ago.
Last + noun	He beat him last October.
The day before yesterday	They arrived the day before yesterday.
The next/before last	We had a very good picture/car the next/before last.

G. LET'S READ AND LEARN! (¡Leamos y aprendamos!)

Alma: Where were you yesterday?
Victor: I was visiting my grandfather. I love listening to him.
Alma: What did he tell you about this time?
Victor He told me about Simón Rodríguez.
Alma: Who was he?
Victor: He was one of Simón Bolívar's teachers.
Alma: Really? I didn't know that.

F. LET'S LISTEN, READ AND SAY! (¡Escuchemos, leamos y digamos!)

1. READING AND REFLECTING

(Leyendo y reflexionando)

Lee y responde las preguntas:

Simón Bolívar was born on July 24th 1783 in Caracas. Two of his teachers were Simón Rodríguez and Andrés Bello. His parents died when he was a child. One of his uncles took him to Spain. He married María Teresa del Toro but she died some months later and Bolívar became a widower. After his tragedy, he devoted his life to his country and America.

1. Was Simón Bolívar born in 1830?
2. Who were his teachers?
3. What did he do after his tragedy?

Una buena estrategia para recordar las fechas de los eventos ocurridos en el pasado es una Línea del Tiempo. Consiste en dibujar una línea horizontal y marcar ciertos cortes como eventos se vayan a recordar, y colocar en cada corte, la fecha y una palabra clave de cada uno. Ejemplo:

Birth Death

Simón 1783 1830
Bolívar

1. BUILDING BLOCKS

(Bloques de construcción)

Lee y observa las palabras y expresiones que utilizaste en el ejercicio anterior y otras nuevas.

Francisco de Miranda was born in 1750.

1. Observe:

GRAMMAR			
in _____ (year)	was	past	I \ she \ he
in _____ (month)			
on _____ (complete date)	were		We \ you \ They

EXAMPLES
Manuella Sáenz was born **in 1797**.
My grandparents were born **in November**.
José Félix Ribas was born **on September 19th, 1775**.

He died in Spain in 1817.

He flew the first Venezuelan flag in 1808.

Nos referimos a

History cuando hablamos de eventos basados en la vida de personas o de lugares: **The history of my life\The history of Veracruz\ A family history.**

Story cuando nos referimos a relatos como creatos o experiencias personales. **A love story \ Tio Tigre y Tio Conejo story\ I'll tell you my story.**

K. NOW, LET'S PRACTICE! (Ahora, ¡Practiquemos!)

Responde como se te indica y luego pregunta la fecha de nacimiento a tus compañeros:

1. When were you born? (complete date)
2. When was your mother born? (only month)
3. When was José Felix Ripa born? (complete date)

L. LET'S REFLECT AND CREATE! (Reflexionemos y creemos)

Completa:

Mr. Tovar Who _____ Maravilla Ágenz?
Maria She _____ a brave woman, a heroine.
Mr. Tovar What did she do?
Antonio She fought at Picfinrcha, Inrin and Alexcrcho battles.
José Oh, _____'s right _____ that.
Mr. Tovar Only a few people _____ about it.

MORE FUN!

(¡Más diversión!)

Ordena el pensamiento de Bolívar en inglés y en español:

educación \ La \ obligación \ nu \ dar \ primera \ al \ pueblo \ es \ la \ dopiviro \ del

education \ The \ duty \ s \ of \ give \ first to \ people \ is \ the \ government \ to

Escuchen y lean silenciosamente el diálogo anterior.

B. LET'S LISTEN AND READ (¡Escuchemos y leamos!)

A. LET'S EXPLORE (¡Exploremos!)

Observen la siguiente secuencia de diálogos y describan la situación. ¿Dónde se encuentran los personajes de la historia? ¿Qué situación se presenta?

Dos compañeros conversan. Uno de ellos trajo a la clase de ciencias y le pregunta a su compañero sobre la clase.

3 Memories

Lesson 9

We found oil

C. LET'S LISTEN, READ AND SAY! (¡Escuchemos, leamos y digamos!)

Ahora, escucha y repite el siguiente diálogo:

Teacher: Good morning, students. This is Mr. Noé Alvarado, an engineer from PDVSA. He knows a lot about petroleum. Do you have any questions for him?

Alida: Yes. I have a question! What oil products do you produce?

Engineer: There's dozoline, kerosene… but wait! It's a long list. I promptly threse leaflets for you all.

Jose: I can hand them out.

Engineer: OK. Here you are.

D. NOW, LET'S PRACTICE! (¡Ahora, practiquemos!)

Forma parejas para completar el diálogo y practicarlo. Utiliza la forma adecuada de los verbos en paréntesis.

Pedro: Who _____ oil for the first time, Rafael?

Rafael: Our ingidenous inhabitants did.

Pedro: Really?

Rafael: Yes. I _____ about that in the library.

Pedro: What did they _____ with it?

Rafael: They _____ their tires, and _____ their canoes.

Pedro: That's incredible!

Unit Three: Memories

El Zumaddy fue el primer pozo productor de petróleo en el estado Zulia. Se activó el día 15 de julio de 1914, dando inicio así a la producción petrolera en Venezuela. En el sitio fue colocada una placa conmemorativa del hallazgo del yacimiento y de la nacionalización de la industria petrolera.

E. LET'S READ AND LEARN! (¡Leamos y aprendamos!)

Lee y aprende las palabras y expresiones que utilizaste en el ejercicio anterior y otras nuevas.

Plastic

Rubber

Lubricating oil

Kerosene

Synthetic fibers

Diesel fuel

Gasoline

Polythene

Venezuelans do not only extract oil, we also refine it. Observe the map on the right and answer:

How many oil refineries are there in Venezuela?

Where are there oil refineries in our country?

There are _____ refineries in Venezuela

Venezuela oil refineries are in _____

Listen and repeat (Escucha y repite)

C. LET'S READ AND LEARN

(¡Leamos y aprendamos)

Ahora, escucha y repite el siguiente diálogo:

(¡Escuchamos, leamos y digamos)

F. LET'S LISTEN, READ AND SAY

Granddad:	What was your occupation, granddad?
Pedrito:	I was an oil field worker for 30 years.
Pedrito:	How did you like your work?
Granddad:	I liked it very much.
Pedrito:	Was it risky?
Granddad:	Yes, it was. Sometimes days or oil wells caught fire.
Pedrito:	Oh, how awful!

H. ALL EARS (¡Todo oídos!)

Escucha las preguntas dos veces y encierra en un círculo la letra de una de las opciones.

1. a. They need it to cook their dinner.
   b. Two indigenous people.
2. a. There are five refineries in one country.
   b. There were refineries are near the coast.
3. a. It's an oil refinery.
   b. It's in Carapobo state.

La **Organización de Países Exportadores de Petróleo (OPEP)** es una organización intergubernamental, con sede en Viena. Creada como respuesta a la política del precio oficial del petróleo acordada unilateralmente por las grandes compañías distribuidoras en agosto de 1960 (dos gran extranjeras). Sus fines son la unificación y coordinación de las políticas petroleras de los países miembros, con la defensa de sus intereses como naciones productoras.

http://es.wikipedia.org/wiki/Organización_Exportadores_de_Petróleo

I. READING AND REFLECTING (Leyendo y reflexionando)

Lean y marquen verdadero (true) o falso (false).

The indigenous peoples in Venezuela already utilized crude oil and asphalt from petroleum seep, which oozed through the ground to the surface, before the Spanish conquistadors arrived. The locals knew the thick black liquid as mene, and used it primarily for medicinal purposes, as an illumination source, and for the caulking of canoes. Upon their arrival in the early 16th century, the Spanish conquerors learned from the indigenous people to caulk their ships as well, and treat their weapons.

	TRUE	FALSE
Spanish conquerors called the petroleum mene	☐	☐
Indigenous people cured some ailments with petroleum.	☐	☐
Spanish conquerors taught indigenous people about oil.	☐	☐

1. BUILDING BLOCKS (Bloques de construcción)

Pay attention to the following sentences and deduce the pattern involved. (Presten atención a las siguientes oraciones y deduzcan el patrón)

When did they drill the first oil well?
They first found oil **in 1914**.

Where did he work last year?
He worked **in El Palito refinery**

What did our indigenous people do with oil?
They **lit their fire**.

Who used oil for the first time?
Our indigenous people used oil for the first time

K. NOW, LET'S PRACTICE! (Ahora, ¡Practiquemos!)

Complete las siguientes oraciones. Use **who, where, when, what.**

1. _____ do they do at a refinery?
2. _____ managed those refineries in 2005?
3. _____ did we drill an oil well in Venezuela for the first time?
4. _____ do we have our refineries ?

Unit Three: Memories

"The healthful palm, from Watney's secret spring,
The bloom of health, and life, to men will bring:
As from her depths the magic liquid flows,
To calm our sufferings, and assuage our woes"
Seneca Oil Advertisement 1820 (before oil was recognized as an energy source and oil from seeps was used primarily for medicinal purposes).

"El palsamo saludable, de los manantiales secretos de la naturaleza.
el florecimiento de salud y vida, al hombre traerá:
como de sus propiedades el mágico líquido fluye.
Para calmar nuestros sufrimientos, y aliviar nuestros dolores"
Propaganda de Seneca Oil en 1820 (antes de que el petróleo se reconociera como una fuente de energía y se usara con fines medicinales)

Martin: _____von do to the refinery?
America: Yes, I did. I _____ with some of my classmates.
Martin: _____did you do?
America: I went last week
Martin: _____ did you interview?
America: Some workers
Martin: What did they talk about?
America: They _____ about their experience in the oil industry.

L. LET'S REFLECT AND CREATE! (Reflexionemos y creemos)

Despues de practicar los dialogos de las lecciones previas, completen y practiquen el siguiente, usando sus propios nombres.

MORE FUN!

(¡Más diversión!)

Ordena las palabras y pinta las letras según el número para descubrir la frase final.

LOI 7

COERANIL 6

KNOERFER 5

TYNEIRER

MEEPOTLUR 2

REBBUR 1

LATCIPY 3 4

RELDEI 8

LIDLR 9

WLLE

EITHER WE INVENT OR WE ERR (O inventamos o erramos)

1 2 3 4 5 6 7 8 9

1. Junto con dos compañeros, realiza una lista de productos y/o utensilios usados en tu comunidad que sean elaborados a partir del petróleo. Luego, dígale en respectiva traducción.

2. Escriban un diálogo que incluya expresiones y vocabulario de ésta y otras lecciones (de ser necesario), así como el vocabulario de la lista elaborada. Dramatícenlo en clase.

Lesson 10
We lost our houses

Go and...

A. LET'S EXPLORE! (¡Exploremos!)

Observa y comenta acerca de las siguientes imágenes. Responde la preguntas:

What are natural disasters?

Can you mention some natural disasters?

Flood

Tsunami

Forest fire

Earthquake

Mudslide

B. LET'S LISTEN AND READ (¡Escuchemos y leamos!)

Lee y di cuál de estos eventos naturales han ocurrido en Venezuela en estos últimos años:

Natural Disasters

Natural disasters are major adverse events resulting from natural processes of Mother Earth. Some natural disasters are mudslide, tsunamis, earthquakes, volcanic eruptions, tornadoes, floods, avalanches, hailstorms, space disasters, and others. A natural disaster causes a lot of damage and pain.

Depressed \ very depressed

Sad \ so sad

Unhappy \ very unhappy

Adverbios intensificadores

Lee y observa los balapiar y expresiones:

E. LET'S READ AND LEARN! (¡Leamos y aprendamos!)

Victor se acaba de mudar de La Granja.

Mayra: Victor, you look very sad, what happened?

Victor: I moved from La Granja, my home town.

Mayra: Why did you move?

Victor: We lost our house. There was a terrible mudslide in Verde state.

Mayra Oh, I feel so sad about that.

D. NOW, LET'S PRACTICE! (¡Ahora, practiquemos!)

Formemos grupos de dos para completar el diálogo y practicarlo:

You: _____, you look very _____, what happened?

Your partner: I _____ from _____, my home town.

You: Why did you _____?

Your partner: We _____ our property. There was a _____ in _____.

You: That's terrible. I feel so _____ about that.

C. LET'S LISTEN, READ AND SAY! (¡Escuchemos, leamos y digamos!)

Ahora, escucha y repite el siguiente diálogo:

Nervous \ **pretty** nervous

Tired \ **really** tired

Passed continuous vs passed simple

They **were having** fun when the disaster **happened**

She **was having** dinner when the **heard** the noise of the mudslide

If started to rain while I **was sleeping**

- **Lose** es un sustantivo que significa pérdida. Ej: **It causes loss of life.**
- **Lost** es el pasado del verbo irregular **Lose** (perder). ej: **I lost my house.**

Unit Four: So sad...

Verbos Regulares e Irregulares			
	Past		Present
The rain started at midnight.	\id\	Started	Start
I helped my family and neighbors.	\t\	Helped	Help
The helicopters arrived to help people.	\d\	Arrived	Arrive
They gave us directions to follow.	Gave		Give
I heard people's cries.	Heard		Hear
I had a broken arm.	Had		Have

Escucha y repite:

C. LET'S READ AND LEARN (¡Leamos y aprendamos!)

Ahora, escucha y repitan el siguiente diálogo:

F. LET'S LISTEN, READ AND SAY (¡Escuchemos, leamos y digamos!)

Mayra: There were so many people devastated by their loss.
Victor: It's true. There were such beautiful houses destroyed.
Mayra: Tell me, what were you doing when it happened?
Victor: I was reading a book when I heard people screaming.
Mayra: My goodness! So many people lost their lives and properties.

H. ALL EARS! (¡Todo oídos!)

Escucha, selecciona el tiempo verbal e indica el sonido final, en caso de ser pasado

			\ bi \	\ f \	\ bi \
1	stop	stopped			
2	laugh	laughed			
3	paint	painted			
4	enjoy	enjoyed			
5	study	studied			

I. READING AND REFLECTING (leyendo y reflexionando)

Lee y subraya los sinónimos de 'mudslide':

Mudslide.

Mudslides are moving rivers of rock, soil, and water. Mudslides are often triggered by storms, volcanic activity, earthquakes, fires, and humans mismanaging the land. They can also be called landslides, mudflows, and slumpies.

Comenta con tus compañeros qué cosas hacemos los humanos que ayudan a causar los deslaves.

En Diciembre de 1999 las inundaciones en Venezuela afectaron más de 30.000 personas en el peor desastre natural de la época moderna ocurrido en el país.

El 14 de diciembre de 1999 en Vargas, Venezuela, un deslave conocido como La tragedia de Vargas, dun significativamente alterò más de 60 kilómetros de un litoral costero, se desencadenó debido a las fuertes lluvias y causó daños estimados varios miles de millones de dólares, 28.000 personas evacuadas, y el colapso completo de la infraestructura del estado.

El desastre de Vargas aparece en los registros como el deslave más mortal en el mundo.

More information check the following web page
(para mayor información revisa la siguiente página web)
http:\\en.wikipedia.org\wiki\Mudslide

1. BUILDING BLOCKS (Bloques de construcción)

1. Lee y comenta:

I lost my house, but now I got a new one

2. Observa:

Indefinite Pronouns One\Ones	
Singular	
That one is my apartment.	demonstrative+one
The Vargas tradeby was a big one.	determiner+adjective+one
Plural	
Those ones are our apartments.	demonstrative+one
The Vargas and El Limón tradeqies were big ones.	adjective+one

K. NOW, LET'S PRACTICE! (Ahora, ¡practiquemos!)

Selecciona el tiempo verbal:

1. Many people _____ their houses in La Conita in 1999.
   (lose \ lost \ loses)
2. She always _____ the news on TV.
   (watched \ watches \ watch)
3. The disaster in Santa Cruz de Mora (Wright state) _____ place in 2002.
   (take \ took \ takes)
4. Many reporters _____ the country to cover the news in El Limón in 1987.
   (visit \ visited \ visits)

L. LET'S REFLECT AND CREATE (Reflexionemos y creemos)

En grupos de tres, completen el diálogo y practíquenlo:

Student A You _____ happy.
Student B Yes, I am _____ happy
Student A What happened?
Student B We got a _____ house.
Student A Oh, I am _____ glad for you all.
Student B Yes, it's a pig _____.

"Sometimes it takes a natural disaster to reveal a social disaster."

A veces hace falta un desastre natural para revelar uno social.

Jim Wallis

MORE FUN!

(¡Más diversión!)

Sing a song

What a wonderful world

I see trees of green
Red roses too
I see them bloom
For me and you
And I think to myself.
What a wonderful world.

I see skies of blue.
And clouds of white
Bright blessed days
Dark sacred nights
And I think to myself
What a wonderful world.

The colors of the rainbow.
So pretty in the sky
Are also on the faces.....
Of people doing by

I see friends shaking hands.....
Saying... how do you do
They're really saying.
I love you.

I hear babies cry.....
I watch them grow
They'll learn much more.
Than I'll ever know
And I think to myself.
What a wonderful world

I hear babies cry
I watch them grow
(spoken) you know their gonna learn
A whole lot more than I'll ever know
And I think to myself.....what a wonderful world
Yes, I think to myself.....what a wonderful world.

Qué mundo tan maravilloso

Veo árboles verdes
rosas rojas también
Las veo florecer
Para mí y para ti
Y me digo a mi mismo
Qué mundo tan maravilloso

Veo los cielos azules
Y Nubes blancas
Brillante días claros
Sagradas noches oscuras
Y me digo a mi mismo
Qué mundo tan maravilloso

Los colores del arcoiris
Tan lindos en el cielo
Están también en las caras...
De las personas que pasan
Veo amigos dándose la mano
Diciendo... Cómo estás
Están realmente diciendo
Te quiero

Oigo a bebés llorando
Los observo crecer
Ellos aprenderán mucho más
De lo que yo nunca sabré
Y me digo a mi mismo
Qué mundo tan maravilloso

(hablado) Ji sabes que veo a abrazar
Un montón más de lo que nunca sabré
Sí, y me digo a mi mismo…
Qué mundo tan maravilloso

"Qué mundo tan maravilloso" es una canción escrita por Bob Thiele (George
Douglas) y George David Weiss. Fue dirigida por primera vez por Louis Armstrong.
La puedes encontrar en internet.

So sad...

Lesson 11
Tsunami !

A. LET'S EXPLORE! (¡Exploremos!)

Observen el siguiente collage y describan la situación. ¿Qué situación se presenta?

B. LET'S LISTEN AND READ (¡Escuchemos y leamos!)

Escuchen y lean la historia en forma silenciosa.

¿Qué pueda dar origen a un tsunami? ¿Cuáles son los efectos de un tsunami?

A tsunami (Japanese word that means 'harbour wave') is a series of giant waves caused by earthquakes or volcanic eruptions under the sea. Earthquakes, landslide, volcanic eruptions, explosions, and even the impact of cosmic bodies, such as meteorites, can generate tsunamis. Extremely big waves may travel as fast as jet planes over deep waters, and they can violently attack beaches, causing devastating property damage and loss of life. The tsunami danger period can continue for many hours as the waters move onto land and return. A tsunami can occur at any time, day or night.

Student A: That's ___ exciting!

Teacher: Many people _____ their properties.

Student B: _____ 501 J.

Student A: When _____ _____ _____ ?

Teacher: There was a _____ in Japan.

Form groups of four and complete the dialogo y practicalo:

D. NOW, LET'S PRACTICE!

(¡Ahora, practiquemos!)

Mary: If is so sad! If is so exciting!

The teacher: Thousands of people died and many people lost their houses

Rebeca: If was in 2004. If damaged other countries

Mary: When did it happen?

The teacher: There was a tsunami in Thailand.

Ahora, escucha y repite el siguiente dialogo:

C. LET'S LISTEN, READ AND SAY!

(¡Escuchemos, leamos y digamos!)

E. LET'S READ AND LEARN! (¡Leamos y aprendamos!)

Lee y aprende palabras y expresiones:

NOUNS

Non countable	Countable
little food	a few bottles of water
some food	some bottles of water
a lot of food	many bottles of water

Utilizamos:

- **Thousand** cuando nos referimos a una cantidad específica:
  one thousand people, two thousand people.
- **Thousands** cuando nos referimos a una cantidad indeterminada: **thousands of people.**

Unit Four: So sad...

T ___ F ___
T ___ F ___
T ___ F ___
T ___ F ___

Escucha y marca la opción correcta en cada par de letras. Ej.: T☒ F☐

H. ALL EARS! (¡Todo oídos!)

Tsunami

Tsunami warning signs:

C. LET'S READ AND LEARN! (¡Leamos y aprendamos!)

Mapa de zona de tsunami en el mar Caribe

www.meted.ucar.edu\tropical\module_es.php?s=09

Ahora, escucha y repite el siguiente diálogo:

The teacher: Did you watch the documentary on natural disasters?
Mary: Yes I did. It was really impressive.
Rebeca: Tsunamis are deadly. Thank God we live in the Caribbean.
The teacher: But we had a tsunami in the Caribbean in 1530.
Mary: Yes, Venezuela experienced tsunamis in the past.

E. LET'S LISTEN, READ AND SAY! (¡Escuchemos, leamos y digamos!)

1. READING AND REFLECTING

(Leyendo y reflexionando)

En pareja reflexiona acerca de los sentimientos que genera un tsunami.

FEAR - EMOTIONAL CRISIS - NERVOUSNESS - SOLITUDE - _____

- El tsunami que ha causado más muertes en la historia fue el tsunami asiático del 2004, donde murieron casi 230.000 personas en once países del océano Pacífico.
- En los últimos 200 años han existido 10 terremotos confirmados que generaron tsunamis en el Caribe, de los cuales cuatro han causado fatalidades.

1. BUILDING BLOCKS

(Bloques de construcción)

1. Lee las recomendaciones que deben tener en cuenta en situación de alarma por tsunami ¿Qué podemos hacer?

You **must** fake care of children.
You **must** be away from the sea shore.
You **must** be away from glass.

Unit Four: So sad...

Uncountable Nouns		
effort help support food	+	some any a little a lot of

Countable Nouns		
efforts children streets blankets candles	+	some any a few a lot of

Plural	Singular
There were some candles.	A005 in Asia in 2005 a tsunami **was there**
Were there any candles?	2A005 in Asia in 2005 a tsunami **was there**
There weren't any candles.	.A005 in America in 2005 a tsunami **wasn't there**

Did they have **a few** candles?	I don't have **a lot of** candles.	They made **a little** effort.
Were there **a lot of** people invited?	She doesn't need **any** help	There was **a lot of** help.
Were there **any** blankets?	They didn't make **any** effort.	There was **some** support.

K. NOW, LET'S PRACTICE! (Ahora, ¡Practiquemos!)

Completen las oraciones con una forma de cantidad.

There are ____ apricots.	I have ____ rope.	_____ of ointment.
We need _____ volunteers.	We need _____ petrol.	We have ____ water.
_____ participants.	We need _____ medicine.	We need _____ first aid kits.

L. LET'S REFLECT AND CREATE (Reflexionemos y creemos)

En grupos de dos o tres completen lo que debe hacerse ante una situación de un tsunami.

When a tsunami, you **must**...

- _____.
- _____.
- _____.
- _____.
- _____.

Se usa **must** en casos en los que uno no realiza una acción buena o correcta consecuencias reales:

- Si estás muy enfermo

You must go to the doctor. \ You must take care of yourself.

Se han creado algunas expresiones con la palabra tsunami:

- **Financial tsunami** (desastre financiero)
- **Tsunami cocktail** (coctel tsunami)

Unit Four: So sad...

MORE FUN!

(¡Más diversión!)

Acróstico.

Un acróstico es una composición poética en la cual las letras iniciales, mediales o finales de los versos forman, leídas verticalmente, una palabra. Ejemplo:

See the sky

Imagine a better world

Nothing could stop you: fly

Co find your dream

Now, in your notebook, write an Acrostic Poem using the word TSUNAMI.

T

S

U

N

A

M

I

En internet puedes encontrar varios videos acerca de tsunamis:

International Tsunami Information Center

http:\\iitic.ioc-unesco.org\index.php

la tabla http:\\www.youtube.com\watch?v=TRDpTEjnmdo

la Indonesia http:\\www.youtube.com\watch?v=RDOwMjTXZso

Si tienes la oportunidad, te sugerimos ver la película "Lo Imposible." El unión es de Sergio Sánchez y la dirigió Juan Antonio Bayona. Está basada en la historia verdadera de María Belón y la experiencia de su familia en el tsunami del océano Pacífico del 2004.

Escuchen la conversación anterior y lean la historia en forma silenciosa.

B. LET'S LISTEN AND READ (¡Escuchemos y leamos!)

Observen las imágenes. ¿Donde están los personajes? ¿De qué creen que hablan?

A. LET'S EXPLORE! (¡Exploremos!)

4

So sad...

Lesson 15

It was an earthquake

Yon: I _____.

Yon's partner: I didn't know. I _____ learn some safety _____.

Yon: Good for _____. That's _____.

Yon's partner: I was _____ into the street, but dad _____ me.

Yon: Yon're right. I was so _____.

Yon's partner: _____ _____. That was _____.

Yon: I felt an_____yesterday.

Formemos grupos de dos para completar el diálogo y practicarlo.

D. NOW, LET'S PRACTICE! (¡Ahora, practiquemos!)

Ramiro: I agree. We and our families should be prepared. We never know!

Mariana: We have to learn some safety measures for those events.

Ramiro: Good for him. We must not run outside during an earthquake.

Mariana : I was running to the door, but my dad stopped me.

Ramiro: Yeah! They surely are. I was frightened, too.

Mariana Earthquakes are frightening. I felt one yesterday.

Ahora, escuchen y repitan el siguiente diálogo:

C. LET'S LISTEN, READ AND SAY! (¡Escuchemos, leamos y digamos!)

E. LET'S READ AND LEARN!

(¡Leamos y aprendamos!)

Existen algunas medidas a tomar mientras sucede un terremoto:

Move away from buildings.

Stay beside a piece of furniture.

Drop all fires.

Don't stay in doorways.

Don't rush in a crowded place.

Don't get out of your car.

Estos modales expresan oplicación, pero con cierta diferencia:
Should: expresa la acción „correcta" para evitar posibles consecuencias: **You should learn safety rules.**
Must: expresa la oplicación de realizar la acción para evitar consecuencias, definitivamente seria: **You must stay away from wires during an earthquake.**

Unit Four: So sad...

Domestic animals behave strangely.

Objects wobble noisily.

The ground shakes gently.

C. LET'S READ AND LEARN!

(¡Leamos y aprendamos!)

Reconozcamos los signos de un terremoto:

E. LET'S LISTEN, READ AND SAY!

(¡Escuchemos, leamos y digamos!)

Ahora, escuchen y repitan el siguiente diálogo:

Aliang: My picture teacher talked about an awful earthquake in Venezuela in 1967.

Tipaing: I know about it. My mom was living in Caracas when it happened.

Aliang: Many buildings collapsed there. It was very intense.

Tipaing: Yes, a magnitude 7.0 earthquake. And there were some aftershocks, too.

Aliang: Yes. Unfortunately, there was much risk going in Venezuela.

H. ALL EARS! (¡Todo oídos!)

Escucha y marca verdadero o falso

	TRUE	FALSE
1. An earthquake hit Haiti in 2010.	☐	☐
2. It happened in the early morning.	☐	☐
3. The presidential palace collapsed.	☐	☐

I. READING AND REFLECTING (Leyendo y reflexionando)

Lee y responde las preguntas:

A devastating 7.7 magnitude earthquake occurred at 4:53 p.m. on March 12, 2010. This disaster caused damage in Caracas, La Guaira, Barquisimeto, San Felipe, and Mérida. The capital was destroyed with an estimated 50,000 deaths and incalculable material damage. Simón Bolívar was among the survivors in the early evening of that dreadful day.

1. How many people died during that event? _____.
2. Was Simón Bolívar the only survivor? _____.

La sismología mundial usa la **Escala de Richter** para cuantificar la intensidad de sismos de una magnitud entre 5.0 y 8.9. Para medir sismos de más de 8.9 utilizan la **Escala de Magnitud del Momento**.

Past Continuous		
Subject + was\were + Verb+ing		
Examples		
Was the driver driving?	The driver was not \ wasn't driving.	The driver was driving.
Were you driving out?	They were not \ weren't driving out.	We were driving out.

3. Observe:

Don't use the telephone except in case of an emergency.

Don't light a fire.

Stay out of severely damaged buildings.

Shut off the gas valve.

Safety measures after an earthquake.

1. Existen algunas medidas a tomar después de un terremoto:

1. BUILDING BLOCKS

(Bloques de construcción)

K. NOW, LET'S PRACTICE! (Ahora, ¡practiquemos!)

Ordena estas oraciones y observa otras medidas de seguridad en caso de terremoto:

1. to \ Don't \ next \ glass \ stand
2. to \ knees \ Drop \ your
3. your \ in \ head \ Tuck
4. your \ the \ hands \ of \ neck \ Cover \ with \ your \ sides

L. LET'S REFLECT AND CREATE! (Reflexionemos y creemos)

En grupos de dos, completen el diálogo y practíquenlo:

Yon: Did you _____ the earthquake?

Yon partner: Yes, _____ _____. That was _____.

Yon: You're right. I was _____ when it happened.

Yon partner: I was _____ into the street, but dad _____me.

Yon: Good for _____. That's _____.

Yon partner: I didn't know. I _____ learn some safety _____.

Yon: I _____.

Durante el terremoto de Caracas en 1812, Simón Bolívar dijo:

"If nature is against us, we shall fight nature, and make it obey."

"Si la naturaleza se opone, lucharemos contra ella y haremos que nos obedezca"

Simón Bolívar

MORE FUN!

(¡Más diversión!)

Earthquake

2 On the Art Route

Lesson 13
I loved her performance

A. LET'S EXPLORE! (¡Exploremos!)

Observen las imágenes. ¿Dónde están los personajes? ¿De qué creen que hablan?

B. LET'S LISTEN AND READ (¡Escuchemos y leamos!)

Escuchen la conversación anterior y lean la historia en forma silenciosa.

C. LET'S LISTEN, READ AND SAY! (¡Escuchemos, leamos y digamos!)

Ahora, escucha y repite el siguiente diálogo:

María José: How did you like the concert?
Paco: I loved it! Especially the first part.
María José: Those were all Ollin Galindez's songs. He was a wonderful composer.
Paco: Where was he from?
María José: He was from Yautepec, but he lived in Morelos for a long time.

D. NOW, LET'S PRACTICE! (¡Ahora, practiquemos!)

Formemos grupos de dos para completar el diálogo y practicarlo:

Student A: How did you _____ his performance?
Student B: I _____ it! He's a great singer.
Student A: You're right. He sings _____.
Student B: I _____ liked the second part.
Student A: Those _____ all Ollin's songs.
Student B: Yes. It _____ an unforgettable concert.

E. LET'S READ AND LEARN!

(¡Leamos y aprendamos!)

Lee y aprende las palabras y expresiones que utilizaste en el ejercicio anterior y otras.

Pablo plays the violin. He is a marvellous violinist.

Rosa plays the piano. She's a great pianist.

Henry plays the harp. He's an awesome harpist.

Arturo plays the bass. He's an excellent bassist.

How do/did you like... es una expresión que se utiliza para pedir opinión sobre algunos o algo.

Gabriel Rios plays the cuatro.
Hey's a cuatro player.

Jesús conducts an orchestra. Hey's a conductor.

Dafito and Manolo act.
They're actors and hey're actor.

Rosolina can dance. She's a dancer.

Observa las imágenes y lo dos se dice de ellas:

C. LET'S READ AND LEARN! (¡Leamos y aprendamos!)

Student A: I went to a concert last night at the Teatro de la Opera.
Student B: Really? What kind of music was it?
Student A: It was a jazz band.
Student B: How did you like it?
Student A: It was incredibly good! And they're only four musicians.

Ahora, escuchen y repitan el siguiente diálogo:

E. LET'S LISTEN, READ AND SAY! (¡Escuchemos, leamos y digamos!)

H. ALL EARS! (¡Todo oídos!)

Escucha las oraciones y une el nombre de las personas con lo que se dice de ellos:

1. Glen and Christian	great trainers
2. Orinami	an amazing pianist
3. Roberto and Manuel	marvelous violinists
4. Salvador	awesome cuatro players
	an excellent violinist
	marvelous singers

I. READING AND REFLECTING (Leyendo y reflexionando)

Lee y responde verdadero o falso. Escribe en tu cuaderno la información verdadera para las dos oraciones falsas:

Teresa Carreño was a piano concert pianist, singer and composer. She was born in Caracas on December 22nd, 1853. She gave her first piano concert at the age of nine at the Irving Hall Theater, in New York. She gave concerts all around the world and became really famous. She died in New York on June 12, 1917.

	TRUE	FALSE
1. Teresa Carreño could not sing.	☐	☐
2. Her first piano concert was in 1862.	☐	☐
3. She died when she was 63 years old.	☐	☐
4. She gave her first concert in England.	☐	☐

Averaznala tiene registradas más de cincuenta
manifestaciones musicales folclóricas.

Verb ⟶ noun		
Play	+er	Player
Dance		Dancer
Compose		Composer
Paint		Painter
Sing		Singer
Conduct	+or	Conductor
Direct		Director
Act		Actor

Adjective ⟶ Adverb		
Awesome	+ly	Awesomely
Slow		Slowly
Nice		Nicely
Quiet		Quietly
Amazing		Amazingly
Marvellous		Marvellously
Excellent		Excellently
Awful		Awfully
Clear		Clearly

5. Observa en los siguientes cuadros los ejemplos de categoría gramatical y su lugar en la oración:

He danced gracefully yesterday.
Francisco is a graceful dancer.

Alejandro is an awesome composer.
He composes awesomely.

Hilario is an amazing painter.
He paints amazingly.

Nikita is a marvelous singer.
She sang marvelously last night.

1. BUILDING BLOCKS

(Bloques de construcción)

1. Observa como realizan ellos sus acciones:

Hans Christian Andersen

Donde fallan las palabras, la música habla.

Where words fail, music speaks.

Student A: How did you _____ the concert?
Student B: I loved it! She's a _____ concert violinist.
Student C: You're right. She played _____.
Student B: I liked the _____part.
Student A: Those _____ all jazz pieces.
Student B: Yes. It was an _____concert.

L. LET'S REFLECT AND CREATE! (Reflexionemos y creemos)

Complete el adjetivo o el adverbio, según corresponda:

1. The conductor moved slowly\slow.
2. The violinist played a softly\soft sound.
3. The choir sang loudly\loud.
4. His notes were clearly\clear.
5. Their performance was awfully\awful.

K. WOW! LET'S PRACTICE! (Ahora, ¡Practiquemos!)

Examples
• Rudy is an **awful** singer. He sang **awfully** at the concert.
• There was a **quiet** audience at first theater. They listened **quietly**.
• He directed Romeo and Juliet. He's a good **director**.

MORE FUN!

(¡Más diversión!)

Escucha el poema, lyelo, abriéndolo y disfrútalo dicjéndolo a tus compañeros:

God sent his singers upon earth
With songs of sadness and of mirth,
That they might touch the hearts of men,
And bring them back to heaven again.
—Henry Wadsworth Long fellow

Dios envió sus cantantes a la tierra
Con cantos de tristeza y de júbilo
Que pudiran tocar el corazón de los hombres,
Y devolverlos de nuevo al cielo

2

On the Art Route

Lesson 14

He founded it many years ago

A. LET'S EXPLORE! (¡Exploremos!)

Observen las imágenes. ¿Dónde están los personajes? ¿De qué creen que hablan?

B. LET'S LISTEN AND READ (¡Escuchemos y leamos!)

Escuchen la conversación anterior y lean la historia en forma silenciosa.

C. LET'S LISTEN, READ AND SAY! (¡Escuchemos, leamos y digamos!)

Ahora, escucha y repite el siguiente diálogo:

María Gabriela: Do you play with the Federico Villena Orchestra?
Gabriel: No. I study there, but I'm a soloist. What about you?
María Gabriela: I play the piano, and they already have a pianist.
Gabriel: Oh, I see. By the way, I heard Andrea is going to study there.
María Gabriela: That's good news! She's a good gilo, and she's a friend of mine.

D. NOW, LET'S PRACTICE! (¡Ahora, practiquemos!)

Formemos grupos de dos para completar el diálogo y practicarlo:

Student A: Do you_____ with the Federico Villena Orchestra?
Student B: No, I don't. I'm a _____. What about you?
Student A: I do. I play the _____.
Student B: Oh, good! By the way, I _____ _____ is going to study there.
Student A: That's _____ news. _____'s a friend of mine.

E. LET'S READ AND LEARN!

(¡Leamos y aprendamos!)

Algunas de nuestras, las escuelas de música tienen coros. Hay cuatro tipos de voces principales:

They can both reach high notes.

Andrés is a tenor. Tamara is a soprano.

They can both reach low notes.

Tenor is a pass. Soprano is an alto.

Las notas musicales pueden ser altas o bajas: **high or low**, pero
To look for someone high and low implica buscar a alguien por todos lados:

I looked for Alejandro high and low, but I didn't find him.

Buscaré a Alejandro por todos lados, pero no lo encontré

The oboe belongs to the woodwind section.

The trumpet belongs to the brass section.

The cello belongs to the string section.

The timbani belong to de percussion section.

En las orquestas hay cuatro secciones que agrupan los instrumentos según su característica común:

C. LET'S READ AND LEARN! (¡Leamos y aprendamos!)

Student A: Because I'm a pianist, and they only need one piano in an orchestra.
Student B: Why do you say that?
Student A: I want to play in one, but it's difficult to find a place.
Student B: Done. I sing in a choir. I'm a mezzo. What about you?
Student A: What orchestra do you play with?

Ahora, escuchen y repitan el siguiente diálogo:

E. LET'S LISTEN, READ AND SAY! (¡Escuchemos, leamos y digamos!)

I. READING AND REFLECTING (leyendo y reflexionando)

Lea y responda las preguntas.

Maestro Osmaldo Cervera was born in Marcey on August 26, 1940. He was a music teacher and a violinist. He founded Escuela Tedesco Villena, in Marcey in 1969 and was the principal of that school until March 2002. He was also a member and founder of the Venezuela Youth National Orchestra, Argana Typical Orchestra, Gan Jaan de Los Monos Orchestra, Calapodo and Argana Symphonic Orchestra, among others. He was a pioneer of the musical movement we are experiencing today in our country. "Transcendence to the future" was his motto.

1. How old was he when he died? _____.
2. Was he born in Argana? _____.

Entre los diferentes tipos de inteligencia, se considera la inteligencia musical.

H. ALL EARS! (¡Todo oídos!)

Encierra en un círculo el número de las oraciones relacionadas con lo que leerá en docente:

1. Music can make you feel relaxed.
2. One kind of intelligence is the musical one.
3. A musically intelligent person is usually a good composer.
4. Music is a gift from heaven.
5. Musically intelligent people are good at thinking in patterns.

1. BUILDING BLOCKS

(Bloques de construcción)

1. Observa cómo realizan ellos sus acciones:

He's a friend of mine.

She's a friend of ours.

She's a friend of his.

2. Observa:

They're friends of his.	They are friends of Alberto's.
He's a friend of hers.	Ramón is a friend of Lucia's.
He's a friend of ours.	Josué is a friend of mine and yours.
She is a friend of theirs.	Pamela is a friend of Raul's and Isaias's.

K. NOW, LET'S PRACTICE! (Ahora, ¡Practiquemos!)

Completa con el pronombre posesivo correspondiente:

Ejm.: Tomás is a friend of mine. (I)

1. Ches's a friend of _____. (he)
2. They're friends of _____. (she)
3. We are friends of _____. (they)
4. He's a friend of_____. (you)
5. You're a friend of _____. (we)

L. LET'S REFLECT AND CREATE (Reflexionemos y creemos)

En grupos de tres, completen el diálogo y practíquenlo:

Student A: I _____ you want to study music.

Student B: Yes. I _____ in a choir. I'm a soprano, but I don't read music.

Student C: Well, why don't you _____at the Federico Villena.

Student B: Is it _____?

Student A: Of course it is. We both study there.

Music washes away from the soul the dust of everyday life.

La música lo limpia al alma el polvo del día a día.

Berthold Auerbach

MORE FUN!

(¡Más diversión!)

MUSIC

Across

5. mezzo
4. string
7. percussion
8. soprano

Down

1. woodwind
3. bass
2. tenor
6. piano

Escuchen la conversación anterior y lean la historia en forma silenciosa.

B. LET'S LISTEN AND READ! (¡Escuchemos y leamos!)

Observa las imágenes. ¿Tienes idea de dónde se encuentran los personajes o sobre qué hablan?

A. LET'S EXPLORE! (¡Exploremos!)

2 On the Art Route

Lesson 12
Not too far from here

Student A: Hey, those bags look heavy.

Student A: _____ you are. That _____ looks heavy.

Student A: It is. I meet my _____ at the film club at 3 o'clock

Student A: You're _____ to a film club? Where did it start?

Student A: It _____ last week.

Student A: How nice. _____ is it?

Student A: It's not _____ from here. It's next to the church.

Student B: They are. We have our arts and handcraft class.

Student B: They opened it last week.

Student B: Fantastic! Where is it?

Student B: It's not far from here. It's next to San Isidro school.

D. NOW, LET'S PRACTICE! (¡Ahora, practiquemos!)

Formemos grupos de dos para completar el diálogo y practicarlo.

Ahora, escuchen y repitan el siguiente diálogo:

Alicia: Hey, those bags look heavy.

Estefanía: They are. We have our arts and handcraft class.

Alicia: You're going to an art school? Where did they open it?

Estefanía: They opened it last week.

Alicia: Fantastic! Where is it?

Estefanía: It's not far from here. It's next to San Isidro school.

C. LET'S LISTEN, READ AND SAY! (¡Escuchemos, leamos y digamos!)

E. LET'S READ AND LEARN! (¡Leamos y aprendamos!)

Lee y aprende las palabras y expresiones que utilizaste en el ejercicio anterior y otras nuevas:

Film Club

Computer and Technology club

Theater Crew

Arts and Crafts club

Unit Five: On the right route

En algunas ocasiones es necesario hacer referencia a los puntos cardinales para dar una dirección. **North, South, East and West.**

E. LET'S LISTEN, READ AND SAY!

(¡Escuchemos, leamos y digamos!)

Ahora, escucha y repite el siguiente diálogo:

Student A: Do you meet the theater crew at Casa de la Cultura. Is it far from here?

Student B: Well, it's about seven blocks. It's on Bolivar Avenue, right across from the church.

Student A: Oh, it's not very far.

Student B: That's right. It's only five minutes on foot.

C. LET'S READ AND LEARN!

(¡Leamos y aprendamos!)

Escucha y repite las expresiones para dar direcciones.

Turn/Go back and go on for two blocks.

Go along this street.

It's on the right

It's on the left

Unit Five: On the right route

H. ALL EARS! (¡Todo oídos!)

Escucha el siguiente diálogo y completa los espacios en blanco.

Student A: Excuse me. I think I may be lost.
Student B: _____ are you trying to _____?
Student A: To the _____.
Student B: Oh, just go down this street and make the _____ left. You have to _____ down that street about six _____, and the _____ is _____ from the gas station.
Student A: OK. Down there, and then _____ left on the _____ block. I have to go down about six _____ until I get to the gas station.
Student B: That's it.
Student A: Thank you.
Student B: You're welcome.

I. READING AND REFLECTING (Leyendo y reflexionando)

Realiza la lectura en silencio. Escribe una lista con las cosas recomendadas y adversa algunas más:

4 x 4 VT Adventure Tip

If is amazing the number of people that are not prepared when they travel. It is a good idea to back some essentials such as a note bad, a pen to write notes, and a road atlas in case you get to a place that you don't know. A guide book can be a lot of help too. It's also necessary to back a map. If it is not possible to get a specific map of the place, then you can make use of the advantages of your modern cellular phone and connect to the internet. You can find lots of maps there, for example, Google maps.

J. BUILDING BLOCKS (Bloques de construcción)

1. Observa las imágenes y completa la oración.

The museum is next to the drugstore.

The school is between the books store and the restaurant.

Turn left and go straight past street.

Turn right on the next corner.

L. Ahora, observa la siguiente tabla en la que se te muestran algunas formas de preguntar direcciones.

Asking and Giving Directions	
Go ahead for two blocks.	How do I get to Las Flores Street?
It's near the church.	Where is the bank?
Sure. It's behind the Mercal.	Can you tell me where the school is?
Walk straight until you get to the next hall. Then turn left and go to the end.	Do you know where the lunch room is?
Turn left on the next corner and go on for two blocks.	I'm looking for Negras Street.

K. NOW, LET'S PRACTICE! (Ahora, ¡Practiquemos!)

Completen las oraciones de ambas columnas.

1. How _____ I _____ to the Polideportivo?
2. _____ you tell me _____ the bakery _____?
3. Where _____ the _____ cafeteria?
4. _____ you _____ _____ the Terminal _____?

_____ the second street on the _____.
It's in _____ of Quindstore.
It's _____ that building.
Sure. Go _____ this street until you get to Negras Negras Avenue. Then _____ left and go on for about three _____.
Yes, _____ _____. How _____ I _____ you?

2. _____ you _____ _____ here?

4. LET'S REFLECT AND CREATE! (Reflexionemos y creemos)

En grupos de dos\tres, lean de nuevo los diálogos anteriores. Luego creen nuevos diálogos con la siguiente imagen, den las direcciones y practíquenlo. Pueden representarlo usando sus propios nombres u otros y agregando el nuevo vocabulario de esta lección.

The way is not in the sky. The way is in your heart.

El camino no está en el cielo. El camino está en tu corazón.

Buddha

MORE FUN!

(¡Más diversión!)

Where is the music school?

Encuentra el recorrido hasta el centro del laberinto, y ahí al resto de la clase como llegar hasta allá.

Usa el vocabulario practicado en la lección.

Music school

You're here

Lesson 16
A specific weekend
I worked really hard

A. LET'S EXPLORE! (¡Exploremos!)

Observen la siguiente secuencia de dibujos y describan la situación. ¿Dónde se encuentran los personajes de la historia? ¿Qué situación se presenta?

Could you finish your history essay?

Yes, I finally did. I also helped mom at home and went to the supermarket with my dad.

Well, I had to do a lot of homework and then went straight to bed.

Really? I did many things too.

Hi, Sula!

Hello, Elena. How was your weekend?

I can't cook very well, but this weekend I had to!

Wow! We certainly had a very specific weekend

Only sometimes. This weekend I helped my mom in the kitchen.

Good! Can you cook?

If looks like you were very busy. I was, too.

Do you usually do housework?

B. LET'S LISTEN AND READ! (¡Escuchemos y leamos!)

Escuchen la conversación anterior y lean la historia en forma silenciosa

Student A: Hi, _____.

Student B: Hello, _____. How _____ your weekend?

Student A: Well, really _____. I had to cook and _____.

Student B: That _____ tiring.

Student A: Yes. I also had a lot of _____.

Student B: Me, too. What a hectic weekend!

Formemos diupos de dos para completar el diálogo y practicarlo:

D. NOW, LET'S PRACTICE! (¡Ahora, practiquemos!)

Ahora, escuchen y repitan el siguiente diálogo:

C. LET'S LISTEN, READ AND SAY (¡Escuchemos, leamos y digamos!)

Analy: Hi, guys. It is a very beautiful Monday. How was your weekend?

Josep: Busy and fun. We had to do a lot of things. We organized some sport competitions for our community.

Andres: I had a baseball game on Saturday, and our team lost again.

Analy: Too bad. Why did you lose the game?

Andres: Because we didn't have enough training. We don't have a trainer

Josep: My father was a baseball player some years ago. He can help you.

Andres: That sounds great! I want to talk to your father.

E. LET'S READ AND LEARN!

(¡Leamos y aprendamos!)

Lee y aprende las palabras y expresiones que utilizaste en el ejercicio anterior y otras nuevas:

I had to…

Luis had to mow the lawn.

Laida had to do the laundry.

Miguel had to do the dishes.

Marco and Simón had to wash the dog.

Renzo had to fix his bike.

Pedro had to clean the windows.

Éstas son algunas expresiones que usamos para expresar sorpresa al conversar:

- Cool!
- Wow!
- Really?

She didn't have to wash cars.

She had to wash some dishes.

He had to wash many dishes.

She didn't have to do any homework.

She had to do some homework.

She had to do a lot of homework.

Lee y observa:

C. LET'S READ AND LEARN (¡Leamos y aprendamos!)

Ahora, escuchen y repitan el siguiente diálogo:

MPPE supervisor	How did you solve the problems in this school?
School Principal	We had to ask for help from our community.
MPPE supervisor	Really?
School Principal	Yes. The students painted and cleaned on weekends.
MPPE supervisor	Wow! That sounds great!
School Principal	Yes, they love their school

E. LET'S LISTEN, READ AND SAY (¡Escuchemos, leamos y digamos!)

H. ALL EARS! (¡Todo oídos!)

Escucha las oraciones y marca con una X si es verdadero (V) o falso (F):

	TRUE	FALSE
1. The secretary had to type some letters.	☐	☐
2. The mechanic had to fix many cars.	☐	☐
3. The doctor had to see many patients.	☐	☐
4. His wife had to do a lot of housework.	☐	☐

I. READING AND REFLECTING (Leyendo y reflexionando)

Lean el siguiente texto, respondan verdadero o falso y dibujen un graffiti sobre su comunidad o estado.

During the 70s in big USA cities, some young people started painting their names or "tags" on street walls. They used pencils to paint their "tags", soon, many teenagers added color to their "tags" with aerosol. In time, they included interesting images with political or environmental messages. This art form spread around the world.

	TRUE	FALSE
1. Graffiti appeared recently.	☐	☐
2. Graffiti expresses bad feelings.	☐	☐

Algunas ciudades ofrecen paredes especialmente para dar a los artistas jóvenes pintar graffiti.

Uncountable Nouns		Countable nouns	
work	a lot of	houses	a lot of
housework	much	essays	many
homework	some	events	some
food	any	friends	any

Examples
• Did you have to do **much** homework? - Yes, I had to do **a lot of** homework. - No, I didn't have to do **much**. I only had to read a short story. - I did. I had to solve **many** math problems and write **some** essays.
• Did you have to do **any** housework? - No, I didn't have to do **any**. - No, I didn't have to do **much**. I only had to clean my bedroom - I did **some**. I had to cook.

L. Mira cuidadosamente la siguiente tabla

1. BUILDING BLOCKS (Bloques de construcción)

J. Lee en voz alta y escoge entre much y many:

Lograste didn't have to cook
much\many food.

Tadded had to paint
much\many houses.

Rene had to fix
many\much cars.

K. NOW, LET'S PRACTICE! (Ahora, ¡practiquemos!)

Complete con some, any, a lot of o much:

1. Did she have to run _____ errands?
2. Mr. Sumoza had to pay _____ sugar.
3. Mr. Martinez didn't have to send _____ e-mails, only _____
4. The school principal had to talk to _____ people.

L. LET'S REFLECT AND CREATE! (Reflexionemos y creemos)

Formen parejas y lean de nuevo los diálogos anteriores. Luego, completen el siguiente diálogo y practíquenlo. Luego representalo usando sus propios nombres u otros y agregando el nuevo vocabulario de esta lección.

Student A: Hello,_____

Student B: Hello, _____. How_____ your weekend?

Student A: It was pretty _____.

Student B: Really? What did you have to _____.

Student A: I had to _____ my bike, _____ my dog and _____ my homework.

Student B: Geez! You had _____ things to do!

En oraciones afirmativas con sustantivos no contables se utiliza **a lot of**:

I had to do a lot of homework. (Tuve que hacer mucha tarea)

En oraciones interrogativas y negativas se puede utilizar **a lot of** o **much**:

I didn't have to do much/a lot of homework. (No tuve que hacer mucha tarea)

Did you have to do much/a lot of homework? (¿Tuviste que hacer mucha tarea?)

MORE FUN!

(Più divertimento!)

C E M U G Y B E D H И И H M V
E V K O A S Ö B И V R Z Z U Y
B R M B S U T E G S M C V A H
X C R O B B K O M И И Y E B X
U A T A Z M S D S I G Ö E E I
S X S E И K T S U C G O X A M
T A E G C D O V D B H K H B B
G M M G И G S G A U И D R Y U
M K K A I M G S K Z G R M B Ö
C И E D C C И H И R M B I Z K
R G M Y T Y C A U B Y X C B E
C E O H V V T Ö Ö T L Y И I B
K O И B S C I Ö T C C C X B E
I U Z B D A M O M Ö И R B M G
C H M C E Ö M G B T B Y I Z L

WASH
WOW
LAUNDRY
FIX
ERRANDS
CLEAN
BUSY

I worked really hard

Lesson 17
I needed more time

A. LET'S EXPLORE!

(¡Exploremos!)

Observen la siguiente secuencia de dibujos y describan la situación. ¿Dónde se encuentran los personajes de la historia? ¿Qué situación se presenta?

B. LET'S LISTEN AND READ!

(¡Escuchemos y leamos!)

Escuchen leen silenciosamente.

STUDENT A: Thank you very much.

STUDENT B: Oh, I have some. Here you go.

STUDENT A: Yes, I _____. But I _____ finish it. I _____ more paper.

STUDENT B: Did you _____ on the science project?

STUDENT A: It _____ very late when I _____ it. It was very difficult.

STUDENT B: No, I _____. It was _____ long.

STUDENT A: _____ you _____ your math homework?

Formemos parejas para completar el diálogo y practicarlo:

D. NOW, LET'S PRACTICE!

(¡Ahora, practiquemos!)

STUDENT A: Ask the teacher for an extension of time.

STUDENT B: Yes, it is. I need more time.

STUDENT A: I worked on paper recycling. I finished the homework last night. It was hard.

STUDENT B: I searched for the process of recycling bottles. And you?

STUDENT A: What did you do?

STUDENT B: No, I didn't. I had to work on my recycling project.

STUDENT A: Did you begin the paper on Venezuelan pistols last weekend?

Ahora, escuchen y repitan el siguiente diálogo:

C. LET'S LISTEN, READ AND SAY!

(¡Escuchemos, leamos y digamos!)

E. LET'S READ AND LEARN!

(¡Leamos y aprendamos!)

Escucha y aprende las palabras y expresiones que utilizaste en el ejercicio anterior y otras nuevas:

We didn't have the graphics we needed.

The map was too difficult.

Did you finish the science paper?

- La palabra "**paper**" se usa también para designar los trabajos de investigación, cuestionarios y algunas otras evaluaciones escritas. Ejemplo:
  The geography **paper** was difficult.
- La secuencia de tiempos cuanto se usa misma oración es importante para expresar claramente las ideas. En esta lección estamos trabajando con acciones en el pasado: pasado-pasado. Ejemplo:
  We **didn't have** the graphics and the maps we **needed**.

Did you finish the essay?
No. It was too late when I started.

Did she write the dialogue?
No. It was too long.

Did you do all your test?
No. I didn't. I needed more time.

Ellos tuvieron razones para no hacerlo:

C. LET'S READ AND LEARN (¡Leamos y aprendamos)

STUDENT A: Why didn't you attend the meeting yesterday?
STUDENT B: Because we went to the Waterfront on foot. And we got there too late.
STUDENT A: Oh, yes, I forgot about that. Did you plant many trees and flowers?
STUDENT B: No, we didn't. Just a few. We didn't have enough time.
STUDENT A: I want to help. Let me know next time you do there.
STUDENT B: Sure. Next week

Ahora, escuchen y repitan el siguiente diálogo:

F. LET'S LISTEN, READ AND SAY (¡Escuchemos, leamos y digamos)

H. ALL EARS! (¡Todo oídos!)

Escucha las siguientes preguntas. Señala la respuesta apropiada para cada una, encerrando en un círculo la letra correspondiente.

1	a. Because she wanted to come early.	b. Because I had to help my mother.
2	a. Yes, I did. I went to bed very late.	b. Yes, I did. I finished lunch and went home.
3	a. No. I didn't read the newspaper today.	b. No, I didn't. I didn't have time.

I. READING AND REFLECTING (Leyendo y reflexionando)

Lee con mucha atención. Luego responde las preguntas en tu cuaderno.

The students in my school wanted to get good grades in mathematics, biology, English and in PE. But this term, some of them had to do many things and didn't have time to finish the math homework because it was very difficult: they couldn't end the science project because they needed more materials: they didn't do the English dialogs because they were too long and they couldn't do the oral presentation in PE because they didn't study enough. They needed help from their teachers and more time.

1. In what subjects did they want to get "A"s?
2. Why didn't they get good grades in biology?
3. Did they get a good grade in PE? Why?

Although we are excuses most common but to start is true:

My dog ate my homework.

A computer virus destroyed my homework.

I cleaned out my backpack, and I threw my homework out by mistake.

I left it at home.

What homework? I didn't know we had homework.

More vs Fewer	
More vs less	
I want to learn more words in English.	I want to have fewer mistakes.
The teacher had more time today.	The teacher had fewer students today.
Mr. Pérez gave her students more homework on Friday.	Mr. Pérez gave her students less homework on Monday.
The students wanted more exercises.	The students wanted less reading.

1. BUILDING BLOCKS

(Bloques de construcción)

1. Observa las instrucciones e identifícalas con el número correspondiente a la frase de la columna.

1. I didn't study enough.
2. We worked hard.
3. We carried it carefully.
4. I did my homework neatly.
5. We cleaned it very fast.
6. This morning they walked quickly to get to school on time.
7. The principal spoke very loudly this morning.

2. Observa cuidadosamente la siguiente tabla.

K. NOW, LET'S PRACTICE!

(Ahora, ¡Practiquemos!)

Escribe more o less según corresponda en las siguientes oraciones:

1. I need _____ information for this academic essay.
2. Students want _____ time to practice sports.
3. Teachers have _____ time to correct and _____ problems to solve.
4. I like my new english teacher. She gives _____ rewrite and _____ brainstorm.

L. LET'S REFLECT AND CREATE!

(Reflexionemos y creemos)

Completa el siguiente diálogo y practícalo con un (a) compañero (a):

STUDENT A: Hi, dear! How are you?
STUDENT B: Fine, thanks! I _____ see you at the party last Friday.
STUDENT A: I didn't _____ there, because I had _____ homework.
STUDENT B: Homework? On Friday?
STUDENT A: Yes, our teachers give us _____ homework on Friday then any other _____.
STUDENT B: That's _____ bad.

"Fast less, pobe more; eat less, chew more; write less, prestige more; talk less, say more; love more, and all good things will be yours"

Tome menos, espera más, come menos, mastica más, duérmete menos, respira más, habla menos, di más, ama más y todas las cosas se te darán.

Anonimous

(Anónimo)

MORE FUN!

(¡Más diversión!)

¡BINGO! Completa el cuadro con los verbos que faltan. El primero que lo pase correctamente, es el \ la ganador (a).

IS	
	DROVE
DO	
	STUDIED
CARRY	
	WALKED
GET	
	SAW
PAINT	
	WERE
CALL	
	WENT
GIVE	

Lesson 18
That was more difficult

A. LET'S EXPLORE! (¡Exploremos!)

Observen la siguiente secuencia de dibujos y describan la situación. ¿Dónde se encuentran los personajes de la historia? ¿Qué situación se presenta?

B. LET'S LISTEN AND READ! (¡Escuchemos y leamos!)

Escuchen la conversación anterior y lean la historia en forma silenciosa.

C. LET'S LISTEN, READ AND SAY! (¡Escuchemos, leamos y digamos!)

Ahora, escuchen y repitan el siguiente diálogo:

STUDENT A: Why did you buy that notebook?
STUDENT B: Because it was the cheapest in the bookstore.
STUDENT A: The cheapest and the worst. I had one two weeks ago.
STUDENT B: Really? This is better than that one.
STUDENT A: No, it is not. It is more beautiful than mine, but it's smaller and it has fewer pages.

D. NOW, LET'S PRACTICE! (¡Ahora, practiquemos!)

Formemos grupos de dos para completar el diálogo y practicarlo.

STUDENT A: Let's _____ a notebook..
STUDENT B: OK. I need _____ too.
STUDENT A: This bookstore is new. Notebooks are _____ than in the one over there.
STUDENT B: Yeah, they are_____ , too.
STUDENT A: I like that _____ over there.
STUDENT B: OK. Let's buy it.

E. LET'S READ AND LEARN! (¡Leamos y aprendamos!)

Lea y aprenda las palabras y expresiones que utilizaste en el ejercicio anterior y otras nuevas. Observa:

c. Manitza's exam is the best of all.

p. Juan's exam is better than Pedro's.

g. Pedro's exam is good.

E. LET'S LISTEN, READ AND SAY!

(¡Escuchemos, leamos y digamos!)

Ahora, escuchen y repitan el siguiente diálogo:

STUDENT A: Why did you leave school so early?
STUDENT B: Because my classes finished earlier today.
STUDENT A: Mine are longer today.
STUDENT B: Well, I have a lot of homework to do.
STUDENT A: And I have to do back to class. See you later!

- Los adjetivos que terminan en „y", en el grado comparativo de superioridad, cambia a „i" y se le agrega –er. Ejemplo:
  pabby **pabbier than** (más feliz que...)
  busy **busier than** (más ocupado que...)
- En el grado superlativo, se cambia a „i" y se le agrega – est.
  Ejemplo:
  easy **the easiest** (el más fácil)
  ugly **the ugliest** (el más feo)

C. LET'S READ AND LEARN!

(¡Leamos y aprendamos!)

Lee con atención:

The purple one is the most uncomfortable.
The blue one is the most comfortable.

Tadeo is the youngest of them.
Alberto is the oldest of them.

H. ALL EARS! (¡Todo oídos!)

Escucha al docente y completa las oraciones:

1. This book is _____ than that one.
2. My students can read _____ than yours.
3. Are these backpacks more _____ than those ones over there?
4. I had to buy the _____ notebook. I didn't have enough money.

I. READING AND REFLECTING (Leyendo y reflexionando)

Lee cuidadosamente:

Yesterday, my sister and I went shopping. We wanted to buy something nice for our young brother so we went to the new mall. What a surprise! It was bigger than the old one. It had larger department stores. It also had a great place to eat different kinds of food. It had the most amazing design of all the malls in town. We were very happy to be there. We went into several stores looking for something we could buy but everything was too expensive. We couldn't afford it so we decided to go back to our old City Mall.

Escribe en tu cuaderno los adjetivos que se encuentran en la lectura y clasifícalos en tres columnas, según su grado: positivo, comparativo y superlativo:

Cuando el adjetivo en el grado positivo finaliza en consonante-vocal-consonante, la última consonante debe duplicarse antes de agregar la partícula **–er** o **–est**. Ejemplo:

hot	**hotter than**	**the hottest**
big	**bigger than**	**the biggest**

1. BUILDING BLOCKS (Bloques de construcción)

1. Observa las ilustraciones y compara los objetos.

The dictionary is thicker than the book.
The book is thinner than the dictionary.

The brown briefcase is smaller than the black one.
The black briefcase is bigger than the brown one.

The wallet is cheaper than the backpack.
The backpack is more expensive than the wallet.

Julia is taller than Jane.
Jane is shorter than Julia.

5. Ahora, observa la siguiente tabla.

Grados de los adjetivos	
Comparativo de Superioridad	
Adjetivos con más de dos sílabas	Adjetivo de una sílaba
Más + adjetivo = more beautiful	young + er = younger
Superlativo de Superioridad	
Adjetivos con más de dos sílabas	Adjetivo con una sílaba
the most + adjective= the most interesting	the + tall + est = the tallest
Adjetivos irregulares	
the best better	good
the worst worse	bad
the farthest farther the furthest further	far

Examples	
1. Henry is the tallest of all. 2. He is the most helpful to his students. 3. The blue one is the cheapest in this store. 4. The math book is the most interesting book of all. 5. Gloria is the youngest of them all. 6. Victor is the best of them.	1. My classmates are taller than me. 2. Mr. Molina is always more helpful to his students than to his colleagues. 3. That princess is cheaper than the backpack. 4. The math book is more interesting than the science one. 5. Gloria has two sisters. Tania is younger than Paola. 6. Julio is good, but Ramon is better.

K. NOW, LET'S PRACTICE! (Ahora, ¡Practiquemos!)

Escribe el grado correspondiente del adjetivo en paréntesis.

1. This girl is _____ than that girl sitting next the teacher. (pretty)
2. These magazines are _____ than the ones in the principal's office. (old)
3. Camila is the _____ girl in class. (short)
4. I hope isn't the_____ in my class. (normal)

L. LET'S REFLECT AND CREATE! (Reflexionemos y creemos)

En grupos de dos. Lean de nuevo los diálogos anteriores. Luego completen el siguiente y practíquenlo. Luego representarlo usando sus propios nombres u otros y adjetivando el nuevo vocabulario de esta lección. Comparan su artículo en una tienda.

STUDENT A: Let's buy a new backpack. Mine is ugly and yours is torn.
STUDENT B: OK. This _____ is_____. I like it.
STUDENT A: That blue one is_____. I always carry many notebooks.
STUDENT B: It's _____ too. I don't have much money.
STUDENT A: But the brown one is more _____!
STUDENT B: Sorry, my dear, beauty is not enough. We need comfort. Let's buy the_____ one.

Hay un dicho muy común que nos muestra un grado comparativo:

"The sooner, the better."
"Cuanto más pronto, mejor."

MORE FUN!

(¡Más diversión!)

Ordena los adjetivos en grado comparativo y superlativo y escribe una letra en cada recuadro. Luego, copia las letras que se encuentran en los recuadros numerados en los recuadros con el mismo nombre que están al final. ¿Qué dice la oración?

MARERA

ROEM EEPEVNIXS

RENINEN

HET TERTERAC

RATTET

REICBC

TEH SEIHCRT

REHCITK

A. LET'S EXPLORE! (¡Exploremos!)

Observen la siguiente secuencia de dibujos y describan la situación. ¿Dónde se encuentran los personajes de la historia? ¿Qué situación se presenta?

The school year is about to finish. Next Friday, students are going to have their final English test.

B. LET'S LISTEN AND READ! (¡Escuchemos y leamos!)

Escuchen la conversación anterior y lean la historia en forma silenciosa.

Mary: Great!

Beto: Come to my house. My ____ is going to make ____.

Mary: _____?

Lalo: _____ idea!

Beto: Oh, yes! My ____ went and study together?

Mary: Hey, dude. _____ you going to study for the _____ test?
It's going to be on _____.

D. NOW, LET'S PRACTICE! (¡Ahora, practiquemos!)

Formen grupos de tres. Completen el siguiente diálogo y practíquenlo.

Mary: Hey, dude. Are you going to study for the biology test?

Beto: It's going to be on Wednesday.

Lalo: Oh, yes! My dog't we went and study together?

Mary: Good idea!

Beto: Where?

Mary: Come to my house. My grandpa is going to make empanadas.

Beto: Great!

C. LET'S LISTEN, READ AND SAY! (¡Escuchemos, leamos y digamos!)

Ahora, escuchen y repitan el siguiente diálogo:

Ahora, escucha y repite el siguiente diálogo:

Mirna: Hey, Rodney! Marion! How are you guys?

Rodney: We're fine. How about you?

Mirna: I'm fine. Listen! We're going to have the oral English test next Tuesday.

Marion: Why don't we study in my house this evening?
Mom is going to make pasta.

Mirna: Mmm…She makes delicious polonaise sauce.

Marion: Well, see you this evening, guys.

Mirna: Bye, bye.

Rodney: See you.

E. LET'S READ AND LEARN!

(¡Leamos y aprendamos!)

Lee y aprende las siguientes expresiones útiles para hacer sugerencias e invitaciones.

E. LET'S LISTEN, READ AND SAY!

(¡Escuchemos, leamos y digamos!)

Ahora, escucha y repite el siguiente diálogo:

She's going to study computering this weekend. They're going to practice physics next Friday.

Julio and Ronny are going to write an essay this afternoon.

Tomorrow, He's going to meet Andrea.

A

Reflexiona sobre los contenidos de las instrucciones. En A, se anuncian planes personales ¿En B, también se anuncian planes?

C. LET'S READ AND LEARN

(¡Leamos y aprendamos!)

Algunas palabras tienen una ortografía o pronunciación similar en inglés y en español:

- A los dos tienen el mismo significado los llamamos ¨cognados¨: **plan**¨, ¨**education**¨, ¨**compromise**¨= ¨plan¨, ¨educación¨, ¨compromiso¨.
- A los dos tienen significado diferente¨ los llamamos ¨falsos cognados¨: ¨**actually**¨= realmente¨, ¨**sensitive**¨= sensible

	TRUE	FALSE
a. Alex is going to visit his grandparents on Sunday.	☐	☐
b. Alex is going to have breakfast at his grandparents' house.	☐	☐
c. Alex's grandparents live near the sea.	☐	☐
d. Alex is going to study for his English test on Saturday.	☐	☐

On Saturday, Alex is going to get up at 8 o'clock. Then, he's going to take a shower and have breakfast. At 10 a.m. he's going to leave home to visit his grandparents. They live on the coast. On Sunday, he's going to stay home all day because he's going to study for his English test.

Lee atentamente el siguiente fragmento y subraya la opción correcta.

I. READING AND REFLECTING

(Leyendo y reflexionando)

a.	When's going to make cacharpas?	My brother and I \ My mom and I \ My dad
c.	When's going to meet Jose?	Samuel is \ I am \ Jenny is
b.	When is Jenny going to practice chemistry?	On Friday \ On Saturday \ On Sunday

Escuchen atentamente y subrayen la opción correcta.

H. ALL EARS!

(¡Todo oídos!)

They didn't study for the test.
They're going to fail the exam.

Look at the clouds. It's going to rain.

B

1. BUILDING BLOCKS (Bloques de construcción)

WH- questions

WHO?	WHEN?	WHERE?	WHAT?
Who is going to be your English teacher next year?	When are you going to make pancakes?	Where are you going to study?	What are you going to do this weekend?
Mr. Tovar.	Next Thursday.	I'm going to study at home.	I'm going to study.

Yes\No-questions

K. NOW, LET'S PRACTICE!

(Ahora, ¡practiquemos!)

Observen los siguientes ejemplos y resuelvan este ejercicio en sus cuadernos. Solo necesitarán ordenar las palabras para formar oraciones interrogativas o declarativas.

test \ have \ Sonia \ doing \ is \ a
Sonia is doing to have a test.

Ex.: doing \ Where \ are \ to \ you \ study \ ?
Where are you doing to study?

a. I'm \ the \ Sunday \ On \tor\ doing to \ test\ practice

_____

b. you \ doing to \ are \ Where \ do \ this weekend \ ?

_____

c. not \ Mom \ doing to \ cook \ is \ today

_____

d. Are \ doing to \ they \ study \ library \ the \ in \ ?

_____

L. LET'S REFLECT AND CREATE!

(Reflexionemos y creemos)

En dupos de tres lean de nuevo los diálogos anteriores. Luego completen el siguiente y practiquenlo. Luegen representalo usando sus propios nombres u otros y adjetivando el nuevo vocabulario de esta lección.

Student 1: Hey, _____How are you?
Student 2: We're _____. _____ _____ you?
Student 1: Fine. Listen! We _____ have our _____ test next _____.
Student 3: Why _____ _____ study and have dinner in my house _____ _____?
Student 2: Mmm. Is _____ doing to make _____? She cooks very well.
Student 3: No. _____, she's doing to make bapalion.
Student 1: Wow. That's great, too. I like _____.
Student 2: Well, _____ you this _____.
Student 1: See you.

La palabra "**guys**" es equivalente a chicos (o chamos) y es de uso casual, informal. Normalmente, se utilizia para dirigirse a dupos de jóvenes o personas en donde hay mucha confianza y mucho. Sin embargo, cuando se trata de dupos de muchachas, es más adecuado referirse a ellas como: "**girls**".

MORE FUN!

¡Más diversión!

Con ayuda de la profesora, imprimirán los siguientes planos para elaborar dos dados. También pueden reforzar conocimientos cotidianos mientras o antes sopla cartón. Luego, recorten las figuras con mucho cuidado para evitar accidentes. Doblen las caras de los dados siguiendo las marcas. Utilicen las pestañas que sobresalen para pegar los lados de cada dado. Al final, lancen el dado 1 y luego el dado 2. Anoten las frases que salieron y formen oraciones con ellas. Por ejemplo, si salieron: "I'm often" y "make pasta," pueden crear la oración: "I'm often make pasta." Pueden usar su creatividad para elaborar nuevos dados con otro vocabulario o expresiones útiles. ¡Adelante!

Dado 1

	I'm often make pasta		
Tomorrow morning	The day after tomorrow	Next week	
	Next Saturday?		

Dado 2

	Play soccer		
Visit my grandparents	Make pasta		
	Watch TV with friends	See the doctor	

7

Let's make plans

Lesson 20

We're going to celebrate

A. LET'S EXPLORE! (¡Exploremos!)

Observen la siguiente secuencia de dibujos y describan la situación. ¿Dónde se encuentran los personajes de la historia? ¿Qué situación se presenta?

A week after the final English test…

Hey, girls. How did you do on the English test?

I did very well, too. I got a 17.

OK and now let's celebrate!

Second later, Tommy's cellphone is ringing…

RING!

OK. You've had and I are going to go to the supermarket. Please, don't be late for dinner!

Don't worry mom. I'm not going to stay long.

Hi, mom. I'm going to stay at school. We are going to make plans for the end-of-course party.

Whose cell phone is ringing? Is it yours, Emily?

No. It's mine!

Escuchen la conversación anterior y lean la historia en forma silenciosa.

B. LET'S LISTEN AND READ! (¡Escuchemos y leamos!)

A I did great on the history test.
I got an 18.

B Congratulations!

A I failed the exam.
I got a 7.

B I'm sorry!

A I passed my math test.
I got a 12.

B Way to go!

C. LET'S LISTEN, READ AND SAY! (¡Escuchamos, leamos y digamos!)

Ahora, escuchen y repitan el siguiente diálogo:

Cósmo: Hey, girls, you look very happy!
Kylpel: We are. We did great on the language test.
Mónica: Oh, really?
Kylpel: Yes. I got an 18 and Yoly got a 19.
Cósmo: Congratulations! I got an 18, too.
Mónica: Then, let's celebrate.

D. NOW, LET'S PRACTICE! (¡Ahora, practiquemos!)

Formemos grupos de tres. Completen el siguiente diálogo y practíquenlo.

Estudiante 1: You look _____ happy!
Estudiante 2: We are. We _____ very well on the _____ test
Estudiante 3: Oh, _____.
Estudiante 2: Yes. I _____ a 19 and Yvonne got a 20.
Estudiante 1: _____ I got an 19, too.
Estudiante 3: Then, _____ _____.

E. LET'S READ AND LEARN! (¡Leamos y aprendamos!)

Monica: Thank you, Mrs Torres!

Mrs Torres: And you're going to celebrate. Congratulations!

Kyle: Well, we did great in our tests…

Mrs Torres: Where are you going, girls?

Afora, escucha y repitan el siguiente diálogo. Mónica y Kyle van por el patio, la Sra Torres, se las encuentra y les pregunta…

(¡Escuchemos, leamos y digamos!)

E. LET'S LISTEN, READ AND SAY!

Los equivalentes en inglés para referirnos a los resultados de evaluaciones son:
'**to do well**': 'salir bien'
'**to do badly**': 'salir mal'.
'**to do bad**' \ '**to do badly**': 'salir mal'.
E.j. I always do well on my language exams \ They did very bad\ badly on their art test.

G. LET'S READ AND LEARN!

(¡Leamos y aprendamos!)

Leamos y aprendamos las siguientes frases interrogativas y sus respuestas.

H. ALL EARS!

(¡Todo oídos!)

Escuchen atentamente el siguiente fragmento y subrayen la palabra o frase correcta de cada par de opciones.

I am Fernando. Today I had my (final test \ first test).I did (great \ bad). My (mother\sister) and I are doing to celebrate.

I. READING AND REFLECTING

(Leyendo y reflexionando)

Lean atentamente el siguiente fragmento. Luego, marquen "True" o "False" de acuerdo con la lectura.

Javier and Patricia are very happy today because they did very well on their history test. She got an 18 and he got a 17. Now they are at the swimming pool because next week they are doing to have a swimming competition.

	TRUE	FALSE
Javier and Patricia failed their history test.	☐	☐
They're doing to have a swimming competition tomorrow.	☐	☐

Unit Seven: Let's make plans

1. BUILDING BLOCKS (Bloques de construcción)

1. Observen los siguientes enunciados, para expresar posesión.

Expresar posesión con sustantivos singulares y plurales		Expresar posesión con sustantivos propios	
This is **the teacher's** room		This is **my teacher's** handbag	
This is **Clayton's** cellphone		This is **Peter's** house.	

2. Completamos los contenidos de la siguiente tabla:

Subject Pronouns	Possessive Adjectives	Possessive Pronouns	Questions and Answers
I	my	**mine**	
You	your	**yours**	What's this? \ Is it...?
He	his	**his**	It's \ It isn't...
She	her	**hers**	
It	its*	**its**	Are these \ those...? \ Is this \ that\...
We	our	**ours**	Yes, it's... \ Yes, they're.....
You	your	**yours**	No, it isn't... \ No, they aren't...
They	their	**theirs**	

* solo para referirse a animales o cosas.

Unit Seven: Let's make plans

ELEMPLOS

A: **Whose** backpack is this? B: It's Peter**'s**

A: Is this your pencil? B: No, it isn't. **mine**. It's Luis**'s**.

A: What's your brother**'s** name? \ B: Luis.

A: What are your brothers' names? B: Jesus and Carlos.

A: Are those pencils **yours**? B: No, they are **hers**.

'**s** breaks representar la contracción de **is** (verbo to be), pero también, puede indicar posesión. En **s**tandard**'s** book (Estándar**s** libro), '**s** es la forma contraída de **is** (**s**tandard **is** a book) mientras que en This is **s**tandard**'s** book. (Este es el libro **de** estándar.), '**s**' indica a quien pertenece el libro.

K. WOW! LET'S PRACTICE!

(Ahora, ¡Practiquemos!)

J. Subraya la opción correcta en cada una de las siguientes oraciones:

a. Maria is (Ramon's\Ramon) teacher.

b. My (parents'\parents's) names are Olga and Roberto.

c. (Walkys's\Walkys') house is very near.

d. The (principal's\principals) office is closed.

5. Complete las siguientes preguntas y respondalas.

E): Pencil \ Maria A: Whose pencil is this? B: It's Maria.

Books \ the students A: Whose books are these? B: They are the students.

a. laptop\Carlos A: _____ B: _____

b. cell phone\Susan A: _____ B: _____

c. office\the teachers A: _____ B: _____

d. car\my dramda A _____ B: _____

3. En las siguientes oraciones, encontrarán todas las formas de posesión estudiadas hasta ahora. Suplanten la opción correcta en cada caso.

(Whose \ Who) car is this? It's (Mr. Torres\ Mr. Torres's) car. It is very nice. (Mine\My) is small but beautiful. What about (yours\your)?

L. LET'S REFLECT AND CREATE! (Reflexionemos y creemos)

En grupos de tres, lean de nuevo los diálogos anteriores. Luego completen el siguiente y practíquenlo. Pueden representarlo usando sus propios nombres u otros y adiestrando el nuevo vocabulario de esta lección.

Student 1: We did _____ in the history test.

Student 2: We did _____, too. Why don't we have a _____.

Student 1: Oh, great! Where are we_____ _____do it?

Student 3: What about _____ houses?

Student 1: No. My parents are not at home.

Student 2: What about Ramon's _____ house is big.

Student 3: Yon're right. Let's ask him.

MORE FUN!

(¡Más diversión!)

En la siguiente sopa de letras (Word search puzzle), encuentren las palabras de la columna de la izquierda, relacionadas con el tema: "Our Party."

OUR PARTY

WHISTLES
BALOONS
PARTY
HAPPINESS
FRIENDS
CAKE
FOOD

7

Let's make plans

Lesson 7.1 I'm going to take care of my school on vacation

A. LET'S EXPLORE! (¡Exploremos!)

Observen la siguiente secuencia de dibujos y describan la situación. ¿Dónde se encuentran los personajes de la historia? ¿Qué situación se presenta?

El profesor Hernández y sus estudiantes están hablando sobre sus planes para las vacaciones:

B. LET'S LISTEN AND READ (¡Escuchemos y leamos!)

Escuchen la conversación anterior y lean la historia en forma silenciosa.

Student 4: _____.

Student 3: I'm _____.

Student 2: We're going to miss you too. _____.

Student 1: Hello friends! Today is our last day of school. _____.

Forman grupos de cuatro para completar el siguiente diálogo y practicarlo.

D. NOW, LET'S PRACTICE!

(¡Ahora, practiquemos!)

Teacher: Well, today is our last day of school. I'm going to miss you all.

Paula: We're going to miss you too, teacher.

Teacher: Let's see. What are you going to do on vacation, Samuel?

Yoel: I'm going to visit my grandparents in San Carlos.

Teacher: What about you, Mirelli?

Daniela: I'm going to stay home.

C. LET'S LISTEN, READ AND SAY!

(¡Escuchemos, leamos y digamos!)

Ahora, escuchen y repitan el siguiente diálogo:

E. LET'S READ AND LEARN!

(¡Leamos y aprendamos!)

COMMUNITY SPORTS AND CULTURAL ACTIVITIES

What are you going to do on vacation? Are you going to…

…learn how to play a musical instrument?

…volunteer in your community library?

…play chess?

…play basketball?

…take a computer course?

Teacher: Excellent!
Alexis: No. Actually, this is going to be my first time there. I'm so excited.
Teacher: It's a nice state. Didn't you go to Abuse last year?
Alexis: Yes. My family is from Abuse.
Teacher: Oh, great! Do you have relatives there?
Alexis: I'm going to go to Abuse, teacher.
Teacher: What are you going to do on vacation?

Ahora, escuchen y repitan el siguiente diálogo:

F. LET'S LISTEN, READ AND SAY!

(¡Escuchemos, leamos y digamos!)

Library es un cognado. No obstante el establecimiento donde se venden libros, o libros, sino el lugar donde puedes ir a consultar o tomar libros en préstamo, es decir, una biblioteca. Para referirte a una tienda de libros o libros, en inglés puedes usar las palabras **bookshop** o **bookstore**.

Algunos chicos se divierten en cada uno de los vecindarios, pero quieren aprovechar para participar en una actividad en su comunidad. Estos son sus planes…

Melissa: I'm going to stay home on vacation.
What about you guys?
Ronald: We are going to stay home, too.
Felipe: How about painting the classroom?
Melissa: Great idea! I'm bored at you, my friends!

C. READING AND REFLECTING (Leyendo y reflexionando)

Our plans for vacation. Tomorrow is our last day of school. We have many plans for vacation. My classmates and I are going to take part in different community activities. Felipe, Melissa and I are going to paint our classroom. Diana and Alessio are going to volunteer at the local library. They're going to participate in organizing and cleaning the books.

	TRUE	FALSE
a. Yesterday was the last day of school.	☐	☐
b. The students are going to do several activities on vacation.	☐	☐
c. A group of students are going to paint their classroom.	☐	☐
d. Diana and Alessio are going to clean the computers at the library.	☐	☐

H. ALL EARS! (¡Todo oídos!)

Escuchen atentamente y luego subrayen la opción correcta en cada parágrafo.

Maria and (her sister\her mom) Ana love traditional music. On vacation, (Maria\Maria's sister) is going to learn how to play the (guitar\cuatro). Ana plays the harp and she's going to play for a community group on (Sundays\Saturdays).

Preposition + verb (-ing)		
C	**B**	**A**
making new friends. learning how to play the cello. participating in community activities.	in	I am interested
helping me\us with my\our homework. inviting me to your house. coming to my house.	to	Thanks
staying home this weekend? painting the classroom? going to the bank?	about	How

1. BUILDING BLOCKS

(Bloques de construcción)

1. Observen la siguiente tabla:

En muchos países, existen bibliotecas (**community libraries**) y salas de cine comunitarios (**community cinema**). En Venezuela, se han creado cada vez más centros de este tipo, a lo largo y ancho de todo el país. La participación en las actividades que realizan estos centros favorece la integración de la comunidad, el enriquecimiento cultural de las personas, la preservación de la memoria histórica y previenen vicios como el consumo de alcohol y drogas.

J. NOW, LET'S PRACTICE! (Ahora, ¡Practiquemos!)

J. En las siguientes oraciones, escriban la preposición y adjunten el verbo en la forma correcta.

Ej.: Dalia is interested in learning (in \ learn) French.

a. Dermin is interested _____ (in \ paint) the computer room.
b. Thanks _____(for \ help) me paint the principal's office.
c. How _____(about \ clean) our classroom tomorrow?

J. Organicen las siguientes palabras para formar preguntas y luego, respondanlas de acuerdo con sus planes para el fin de semana o las vacaciones.

Ej.: you \ grandparents \ going to \ When \ visit \ are \ your \ ?

When are you going to visit your grandparents? I'm going to visit them on Monday.

a. you \ going to \ What \ are \ on vacation \ do \ ?
_____?_____.

b. going to \ are \ do \ you \ Where \ on vacation \ ?
_____?_____.

c. Are \ us \ to \ going to \ paint \ this weekend \ you \ help?
_____?_____.

d. you \ going to \ on vacation \ stay home \ Are \ ?
_____?_____.

K. LET'S REFLECT AND CREATE! (Reflexionemos y creemos)

J. Formen grupos de cinco y lean de nuevo los diálogos anteriores. Luego, completen el siguiente diálogo y practíquenlo. Puedan representarlo usando sus propios nombres u otros y adjuntando el nuevo vocabulario de esta lección.

Student 1: Hello guys! Do you have plans for vacation?

Student 2: Student 3: Well. I'm going to _____.

Student 3: And I am going to _____.

Student 1: What about you, _____?

Student 4: Well. I'm interested _____ so I'm _____.

Student 2: My father and I _____.

MORE FUN!

(¡Más diversión!)

Esta actividad consiste en hacer corresponder las palabras de la columna de la izquierda con las imágenes de la derecha. En cada grupo hay palabras que tienen algo en común. Solo hay una figura para en el significado de las palabras para determinar su relación con cada imagen. Antes de comenzar, observen el ejemplo.

PENCIL-PEN-BOOK-ERASER

BOOKS-PEOPLE-READING-SILENCE

EJ.: CUATRO-GUITAR-HARP-MARACA

FOOTBALL-BASKETBALL-BASEBALL-TENNIS

SILENCE-NURSE-DOCTORS-MEDICINES

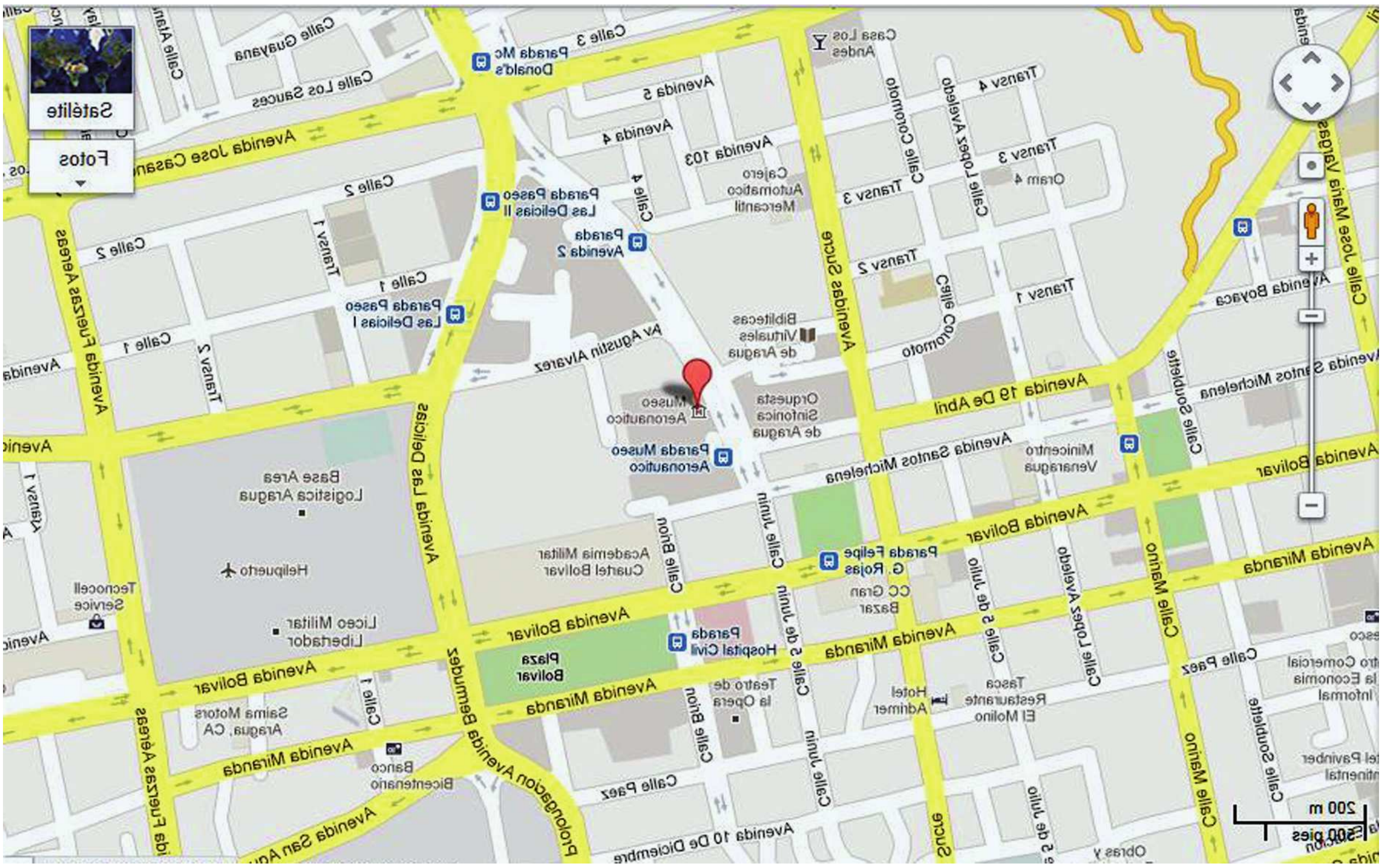
8

I learned a lot this year

Lesson 22
I'm telling you what I did

A. LET'S EXPLORE! (¡Exploremos!)

Observen el siguiente mapa. ¿Qué lugares ven en él? ¿Han ido ustedes a alguno de esos sitios?



B. LET'S LISTEN AND READ! (¡Escuchemos y leamos!)

The Venezuelan Air Force's Museo Aeronáutico de Maracay (Aeronautics Museum of Maracay) is a historical aviation museum of military and civic aeronautic technology inaugurated on December 10, 1963 and located at the installations of the former Aeropuerto Nacional Florencio Gómez (the first airport in Maracay). It's the only one of its kind in Venezuela and the largest collector and restorer of aircraft, engines, weapons, documents, photographs, maps, paintings, memorabilia and other items of historical value. The aviation museum in Maracay is one of the largest in Latin America, with over 40 aircraft on display.

Student A: Hello, Pedro. Where _____ you go last Sunday?

Student B: Hi, Jose. I _____ to the beach.

Student A: What beach _____ you go to?

Student B: I _____ to Chorono.

Student A: _____ you go with your family?

Student B: No, I _____. I went with my friends.

Formemos grupos de dos para completar el dialogo y practicarlo:

D. NOW, LET'S PRACTICE! (¡Ahora, practiquemos!)

Ahora, escuchen y repitan el siguiente dialogo:

C. LET'S LISTEN, READ AND SAY! (¡Escuchemos, leamos y digamos!)

Elizabeth: Hi, Maria. Listen, I went to Maracay yesterday. I visited the Museo Aeronáutico.

Maria: Really? What did you see there?

Elizabeth: I saw the first airplane owned by the Venezuelan air force, and a lot more. What about you, Maria? What did you do?

Maria: I stayed home. My grandparents came and we had a barbecue. It was nice but you had more fun than me!

Maria: Hi, Elizabeth.

E. LET'S READ AND LEARN!

(¡Leamos y aprendamos!)

Practica la pronunciación de la terminación **ed** de los verbos regulares en pasado simple. En los verbos terminados en **– p – k – s – ch – sh – f – x – h**, la terminación **ed** se pronuncia \t\:

\ t \

to talk \tok\ - hablar	**talked** \tokt\
to walk \nok\ - caminar	**walked** \nokt\
to work \weerk\ - trabajar	**worked** \weerkt\
to help \ielp\ - ayudar, socorrer	**helped** \ielpt\
to cook \kuk\ - cocinar	**cooked** \kukt\

F. LET'S LISTEN, READ AND SAY!

(¡Escuchemos, leamos y digamos!)

Ahora, escucha y repite el siguiente diálogo:

Carmen Tere von gie, Lanie! I didn't see von this weekend.
Lanie: I went to Waterwaterpano with my parents
Carmen Wow! That's great. How did von like it?
Lanie It's really amazing. I want to do there again soon.
Carmen I'm doing to plan a trip there with my parents.
Lanie That's great! We can do together.
Carmen That's a marvelous idea!

G. LET'S READ AND LEARN! (¡Leamos y aprendamos!)

Practica la pronunciación de la terminación **bd** de los verbos regulares en pasado simple. En los verbos terminados en **b** o **t** la terminación **bd** se pronuncia **id***:**

\id\

to visit \visit\ - visitar	**visited** \visitid\
to start \start\ - empezar	**started** \startid\
to want \wont\ - querer	**wanted** \wontid\
to add \ad\ - añadir	**added** \adid\

H. ALL EARS! (¡Todo oídos!)

	TRUE	FALSE
1. It takes three hours to get to Chrononi from Marcay.	☐	☐
2. The town's name is San Francisco de Paula.	☐	☐
3. The beach's real name is Playa Grande.	☐	☐
4. The road to the beach was built by Marcos Pérez Jiménez.	☐	☐

I. READING AND REFLECTING (Leyendo y reflexionando)

Lee sobre nuestro Parque Nacional Waraiwarepano y completa las oraciones con verbos en pasado:

El Waraiwarepano National Park is in the central stretch of the Cordillera de la Costa mountains in northern Aveazuela. El Waraiwarepano became a park in 1858, and with its creation came the protection of the forested mountains that surround Caracas, the capital of Aveazuela. These mountains now serve as both a recreational area and as a buffer to pollution and urban expansion. El Waraiwarepano is an important resource for the inhabitants of Caracas, who use the area for a variety of activities, some of which threaten its conservation. A hotel and a cable car, which climbs to the highest point at 2,135 meters above sea level and offers some of the best views to the city of Macuto, opened in 1956. The cable car closed in the '70s, until February 2000 when the government reopened it.

1. El Waraiwarepano _____ a park in 1858.
2. The cable car and the hotel _____ in 1956.
3. In the seventies, the cable car _____.
4. We should _____ our National Park Waraiwarepano

1. BUILDING BLOCKS

(Bloques de construcción)

1. Utilizza where, when o why para formular una pregunta acerca de la parte subrayada de la oración.

J. He went to his grandmother's house.

_____.

L. It happened at about 4:00 p.m.

_____.

3. They came to Canada on vacation.

_____.

4. The bridge across the river is near the factory.

_____.

5. Tom's birthday is on July 17th.

_____.

6. He bought his electric toaster last week.

_____.

2. Observa la siguiente tabla y practica la pronunciación de la terminación **ed** de los verbos regulares en pasado simple. En los verbos terminados en **t, d, i o l** la terminación **ed** se pronuncia \d\:

\d

to open \ópen\ - abrir
opened \ópend\

to climb \klaim\ - subir, escalar
climbed \klaimd\

to happen \jápen\ - suceder, pasar
happened \jápend\

to fulfill \fulfil\ - satisfacer,llenar
fulfilled \fulfild\

to explore \explóar\ - explorar
explored \explóard\

to play \plei\ - tocar (un instrumento musical), jugar.
played \pleid\

to declare \diklér\ - declarar
declared \diklérd\

K. WOW! LET'S PRACTICE!

Completa las oraciones con la forma correcta del verbo dos veces en parénteses.

1. I _____ (go) to a concert last night.
2. Mateo _____ (play) the piano every night.
3. It was _____ (rain) when I _____ (come) home last night.
4. I _____ (have) an excellent English teacher last year.
5. José _____ (be) running, _____ (fall) down and _____ (hurt) his knee.
6. Tornados never _____ (happen) in Venezuela.
7. Who _____ (found) the Federico Villegas music school?
8. Carlos didn't _____ (finish) his homework and the teacher _____ (be) very upset.

El auxiliar **Did** se utiliza para formular preguntas en pasado simple. Esta auxiliar se usa con todos los pronombres por igual.
Ejemplo: **Did you go to your music class?**
Did she talk to the teacher after class?

(Ahora, ¡practiquemos!)

L. LET'S REFLECT AND CREATE! (Reflexionemos y creemos)

En grupos de cuatro leen de nuevo los diálogos anteriores. Luego escriben un diálogo parecido usando sus propios nombres. Luego ven sobre lo que vinieron a ti en el tiempo pasado. Practiquenlo y luego dramatícenlo.

Student A: What's up, guys?

Student B: Greati We _____ talking about what we did last weekend.

Student C: Yeah, I _____ to Washington. There are lots of _____animals and plants in that park.

Student B: And I went to Chronos. It's a _____ awesome beach.

Student A: Wow! You really _____ fun, guys.I _____ do anywhere.

Student B: Oh, maybe next weekend is _____ to be better.

Aristotle

In all things of nature there is something of the marvelous.

Aristotle

En todas las cosas de la naturaleza hay algo de lo maravilloso.

MORE FUN!

(¡Más diversión!)

Escribe el pasado de cada verbo en el cuadrado vacío.

Across

3. Sweep
5. Call
7. Climb
10. Hit
12. Buy
13. Walk
17. Teach
18. Clean
19. Catch

Down

1. Fight
2. Read
3. Stand
4. Say
6. Play
8. Bring
9. Put
11. Talk
13. Write
14. Sit
15. Hang
16. Run

A. LET'S EXPLORE! (¡Exploremos!)

Examina las siguientes imágenes. ¿Reconoces el lugar? ¿Puedes decir a qué época pertenecía? ¿Has estado en otro lugar parecido aquí en Veracruz?

B. LET'S LISTEN AND READ (¡Escuchemos y leamos!)

La Fortaleza de Santa Rosa de la Emineneia, also known as Castillo de Santa Rosa, is an old fortification that was built to protect la Asunción, one of the oldest cities in the country and now the capital of the state of Nueva Espanta. The fort was begun on March 24, 1722, and concluded in 1785. In general, the fortress still retains much of its original structure. You can still see the access ramp to the upper floor and the old well (a reservoir to store water from the rain that is collected through a system of pipes, although locals claim that was the entrance to a tunnel that connected with the Church). On one side of the courtyard there is a small room that has been converted into a museum. There, visitors can see old pictures and weapons of the time. On the other side is the cell where the insurgentes heroine Luisa Cáceres de Arismendi stayed as a prisoner.

Present simple. Pronunciación de los verbos en tercera persona del singular en oraciones afirmativas.
En las terminaciones **sez, xez, zez, shez, chez, cez, dgez** el final **ez** debe pronunciarse **IZ**\
En las terminaciones **bz, fz, ƒz, kz** el final **s** debe pronunciarse **S**\
En las terminaciones **oez, iez, vez, qez, ez, qz, lz, rz, yz, nz, mz** el final **ez** o **z** debe pronunciarse **Z**\

E. LET'S READ AND LEARN! (¡Leamos y aprendamos!)

Daniel: _____ you know some historic places here in Venezuela?
Eduardo: Yes, I _____. The National Pantheon is one.
Daniel: _____ you know where it is?
Eduardo: It _____ in Caracas.
Daniel: Why _____ it a historic place?
Eduardo: Because the tomb of our national heroes _____ there.
Daniel: _____ you name one national heroe?
Eduardo: Of course. Simón Bolívar, _____ liberator.

D. NOW, LET'S PRACTICE! (¡Ahora, practiquemos!)

Formemos grupos de dos para completar el diálogo y practicarlo.

Sandra: Oh, now I remember. Her portrait is on our Bs 50 bill.
Marcos: You're right.

C. LET'S LISTEN, READ AND SAY! (¡Escuchemos, leamos y digamos!)

Ahora, escuchen y repitan el siguiente diálogo:

Sandra: Do you know who Luisa Cáceres de Arismendi is?
Marcos: No, I don't. Who is she?
Sandra: She is a Venezuelan heroine who fought for our independence.
Marcos: My history teacher talked about her today in class.

Coloca cada uno de los siguientes verbos en la columna correcta de acuerdo a la pronunciación de la tercera persona singular.

Lives	Makes	Invites	Works
Washes	Does	Stays	Wishes

/ɪz/	/z/	/s/

El auxiliar **Do** se usa para hacer preguntas y dar respuestas cortas con los pronombres: we, you, they: **Do they know about Venezuela's history? Yes, they do./No, they don't.**

El auxiliar **Does** se usa para hacer preguntas y dar respuestas cortas con los pronombres: he, she, it: **Does she live in Margarita? Yes, she does/No, she doesn't.**

E. LET'S LISTEN, READ AND SAY!

(¡Escuchemos, leamos y digamos!)

Ahora, escuchen y repitan el siguiente diálogo:

Marcos: Yvonne, where did you work formerly?

Yvonne: At the UCV. You know, at Ciudad Universitaria de Caracas.

Marcos: Really? I heard the UNESCO declared Ciudad Universitaria a World Heritage Site.

Yvonne: That's right. They did that in 2000.

Marcos: We have many historic treasures in our country.

Yvonne: That's true. We have to be proud of our country and its people.

C. LET'S READ AND LEARN! (¡Leamos y aprendamos!)

Algunos lugares que guardan nuestra historia. ¿Qué más sabes de ellos?

The Spanish Monarchy built Solano Castle in 1766.

The first military brigade at Battlefield of Carabobo took place in 1821.

Francisco Martín de Narváez built Simón Bolívar's house in 1854.

H. ALL EARS! (¡Todo oídos!)

Contesta las siguientes preguntas relacionadas con la lectura que acabas de escuchar. Las respuestas deben ser con oraciones completas.

When did the UNESCO declare Ciudad Universitaria de Caracas a World Heritage Site? _____

_____.

Who was Carlos Raúl Villanueva? _____.

How many architects designed it? _____.

What is the name of the university? _____.

En el año de 1200 en la isla de Cupagua, Venezuela, existía un campamento temporal para la explotación de las bestias por Giacomo Castiglione, que estaba al servicio de Carlos V. Éste es considerado como el primer buscio fundado por los españoles en Venezuela y Suramérica.

I. READING AND REFLECTING (Leyendo y reflexionando)

Escoge el título correcto y escríbelo en el espacio en blanco. Luego lee y subraya los adjetivos y escribe una oración con cada uno de ellos.

_____

People called him "Negro Primero." He was a valiant Cavalry Lieutenant under the service of General José Antonio Páez. He was born somewhere in the Venezuelan plains region around 1790, and fought in the Campaign of the Plains and the Battle of Carabobo. He was famous for his loyalty. Historians say that in the Battle of Carabobo, the brave Afro-Venezuelan approached General Páez, showed him his fatal wounds and said: "My General, I am not afraid, I came to fall von doodpye pecause I am dead." He ended his life fighting for the liberty of our country.

1. BUILDING BLOCKS (Bloques de construcción)

1. Observa las imágenes y utiliza el verbo y el tiempo verbal indicado: start, build, found, finish.

Miraflores Palace construction _____ in 1884 and _____ in 1981.

Coro's mayor _____ Coro Art Museum in 1525.

German settlers _____ la Colonia Tovar in 1843.

K. NOW, LET'S PRACTICE!

(Ahora, ¡Practiquemos!)

Ordena las oraciones sobre Francisco de Miranda:

1. pour \ Miranda \ in \ was \ 1750

2. 1810 \ in \ in \ died \ He \ Spain

3. George \ Yorktown \ He \ Washington \ of \ the \ met \ before \ battle

4. French \ Miranda \ in \ participated \ the \ Revolution

5. was \ was \ father \ his \ and \ Spanish \ mother \ his \ Venezuelan

L. LET'S REFLECT AND CREATE!

(Reflexionemos y creemos)

En grupos de tres completen el diálogo y practíquenlo:

Student A: Did you _____ to Carapolo Battlefield last Sunday?

Student B: Yes. It _____ a really awesome place, full of history, art and nature.

Student A: You're right. I enjoy visiting _____places.

Student C: Me too. Last month I _____ a weekend in Coro. I _____its Art Museum.

Student B: How nice! I also _____ Solano Castle last weekend. I couldn't believe my eyes!

Student A: I understand it is a _____ impressive construction.

Student A: It really is.

People are trapped in history, and history is trapped in them.

James Baldwin

La gente está atrapada en la historia, y la historia está atrapada en ellos\ellas.

James Baldwin

MORE FUN!

(¡Más diversión!)

Encuentra las palabras en la sopa de letras. Luego completa el mensaje oculto.

S	I	M	Ó	B	N	B	R	O	L	Í	V	S	A	R
W	A	S	O	B	O	R	N	A	I	N	C	I	A	R
A	C	R	A	S	A	N	D	H	V	E	D	M	I	E
D	N	I	N	S	S	A	N	T	A	Í	M	Ó	A	R
T	A	I	A	C	Z	W	Ó	C	L	C	L	N	V	I
L	D	N	E	L	R	X	X	I	Ó	X	R	O	D	A
C	T	Z	A	V	C	E	W	B	X	K	E	R	B	T
A	X	W	M	E	R	S	R	Ó	I	U	Þ	M	D	B
C	L	O	C	I	A	T	D	Þ	C	Z	I	E	O	V
D	C	I	M	S	E	Ó	I	E	X	D	I	X	H	I
Z	L	S	A	C	A	R	A	C	R	D	O	M	O	S
K	E	E	M	T	A	Z	T	Þ	B	K	D	S	D	V
B	S	N	E	Þ	V	L	M	A	R	T	A	N	A	S
E	O	W	U	A	A	U	N	Þ	H	D	A	E	T	W
O	V	A	V	B	I	R	K	S	E	R	V	V	V	M

AND
BOLÍVAR
BORN
CARACAS
DIED
MARTA
SANTA
SIMÓN
WAS

I learned a lot this year

Lesson 24

How can I say...?

A. LET'S EXPLORE! (¡Exploremos!)

Examina las siguientes imágenes. ¿Cuándo son? ¿Dónde los has visto? ¿Cómo se les dice en inglés?

B. LET'S LISTEN AND READ! (¡Escuchemos y leamos!)

Escuchan y leen en forma silenciosa el diálogo anterior.

Student A: I can't believe we're doing an vacation soon.

Student B: Yeah, classes are almost over.

Student A: What are you doing to miss?

Student B: I'm doing to miss my English classes.

Student A: But, you don't have to. We can keep on practicing.

Student B: Yes, I want to remember every word and expression!

D. NOW, LET'S PRACTICE! (¡Ahora, practiquemos!)

Formemos grupos de dos para completar el diálogo y practicarlo.

Alfredo: Well, be careful. There are many of them in the river!

Alfredo: The same, piranhas.

Alperto: And how can I say piraña?

Alfredo: Peccari.

Alperto: I know. I like the wild animals you have there. They have, um, how can you say pádnio?

Alfredo: I'm doing to the beins. You know my parents are from Abure state.

Alperto: We are about to finish school. What are you planning to do on vacation?

C. LET'S LISTEN, READ AND SAY! (¡Escuchemos, leamos y digamos!)

Ahora, escuchen y repitan el siguiente diálogo:

E. LET'S READ AND LEARN!

(¡Leamos y aprendamos!)

¿Cómo podemos hacer para recordar lo que estudiamos en inglés?

You can watch TV programs in English.

We should ask a friend to practice with us.

We must review words and expressions in the text book.

Can, must, should y could son verbos modales. Se comportan con verbos en infinitivo sin **to**.

Must	I must obey the traffic regulations.
Must not	I must not swim here.
Can	I can swim.
Should not	You should not hit your brother.
Could	I could swim when I was 2.

E. LET'S LISTEN, READ AND SAY!

(¡Escuchemos, leamos y digamos!)

Ahora, escuchen y repitan el siguiente diálogo:

Raúl: What are you going to do on Saturday?

Victor: I think I'm going to stay home.

Raúl: Why don't you come to the movies with me? They are showing Race 5.

Victor: What about seeing the one with no subtitles? It's good to learn vocabulary.

Raúl: Yes. I read about that, too.

C. LET'S READ AND LEARN! (¡Leamos y aprendamos!)

Algunas otras recomendaciones para mejorar en inglés:

H. ALL EARS! (¡Todo oídos!)

Escucha una recomendación para aprender vocabulario en inglés. Marca verdadero o falso:

	TRUE	FALSE
1. We learn words only by repetition.	☐	☐
2. We should pay close attention to unknown words.	☐	☐
3. The dictionary must be the first option.	☐	☐
4. We should listen to advanced material.	☐	☐

How can I say anything in English? Three no translation.
Hay palabras que podrían no tener una traducción
del español al inglés por ser propias de la cultura.
Por ejemplo: cachapa, arepa, cafalina, batacones,
chinchorro, alpargata, etc.

I. READING AND REFLECTING (Leyendo y reflexionando)

Ahora las otras recomendaciones para aprender vocabulario. Di a tus compañeros cuál(es) de estas ya bonas en práctica y otra(s) que pdrí no se mencionan.

Learning a word won't help very much if you promptly forget it. Research shows that it takes from 10 to 20 repetitions to really make a word part of your vocabulary. It helps to write the word - both the definition and a sentence you make up using the word - perhaps on an index card that can later be reviewed. As soon as you learn a new word, start using it. Review your index cards periodically to see it you forgot any of your new words. Also, do a search on different sources to get many examples of how we actually use the word.

K. NOW, LET'S PRACTICE!

(Ahora, ¡Practiquemos!)

Las rimas, canciones o poemas nos ayudan a mejorar nuestra pronunciación. Practica ésta y luego escribe una de tu propia inspiración:

"Jack Sprat could eat no fat,

His wife could eat no lean.

And so between them both you see,

They picked the dishes clean

Jack ate all the lean,

His wife ate all the fat.

The pone they picked it clean.

Then gave it to the cat."

L. BUILDING BLOCKS

(Bloques de construcción)

La actitud que tenemos hacia el aprendizaje es determinante en el caso de un idioma:

We have to be patient with ourselves

We must laugh at our mistakes.

We should be positive.

1. LET'S REFLECT AND CREATE (Reflexionemos y creemos)

En grupos de cuatro leen de nuevo los diálogos de las lecciones anteriores. Luego escriben uno utilizando vocabulario y expresiones ya aprendidos . Pueden representarlo usando sus propios nombres.

One who speaks only one language is one person, but one who speaks two languages is two people-Turkish proverb.

El que habla un solo idioma es una persona, pero el que habla dos, lo es dos veces –Proverbio turco.

En los Centros Bolivarianos de Informática y Telemática (CBIT)pueden navegar en internet y practicar inglés.

EITHER WE INVENT OR WE ERR

(O inventamos o erramos)

Investigar la traducción de algunas frutas tropicales que tenemos en nuestro país.

Glossário

Abreviaturas:

s: substantivo

adj: adjetivo

adv: advérbio

v: verbo

access ramp (s): rampa de acesso

accident (s): acidente

across from (prep): em frente de

advantages (s): vantagens

afford (v): custear

aircraft (s): avião

amazing (adj): assombroso (a)

annoying (adj): irritante (a)

ask (v): perguntar, pedir

assign (v): designar

awesome (adj): fenomenal

awesomely (adv): fenomenalmente

awful (adj): horrível

awfully (adv): horrivelmente

backpack (s): mochila

bathrobe (s): batinha

beautiful (adj): bonito (a), formoso(a)

become (v): converter-se, volver-se, tornar-se

blocks (s): cidade

bookstore (s): livraria

boring (adj): aborrido (a) (ao dar aborrir)

bother (s): estorvo

box (s): caixa (as)

boxing (substantivo): boxe

brave (adjetivo): valente

bring (v): trazer

brother (s): irmão/irmãos

brush (v): escovar\escovar-se algo

bus (s): autocarro

bush (adj): oculto (a)

buy (v): comprar

cable car (s): teleférico

cake (s): torta

careful (adj): cuidadoso (a)

careless (adj): descuidado (a)

carry (v): cuidar, llevar

castle (s): castillo

cattle (v): impermeabilizar

cheap (adj): barato

chess (s): ajedrez

choir (s): coral

clean out (v): limpiar

climb (v): subir, escalar, arcenado

close to (adj): cerca de

competition (s): competencia

concerned (adj): interesado (a)

continuing (adj): continuo (a)

corner (s): esquina

far (adv): lejos

figure (v): luchar

find (v): encontrar

finish (v): terminar

found (v): fundar

foundation (s): fundación

friendly (adj): amistoso(a)

frightened (adj): asustado

frightening (adj): horroroso(a)

gift (s): obsequio, regalo

go forward: ir a buscar

go (v): ir

grades (s): calificaciones

grocery store (s): abarrote

guess (v): suponer

headphones(s): audífonos

headquarters (s): cuartel de bomberos

heart (adj): cariñoso

heart-working (s): esforzado (a), aplicado(a)

heaven (s): cielo

heavy (adj): pesado (a)

heroic (adj): glorioso

helpful (adj): útil, servicial

hero (s): héroe

heroine(substantivo): heroína

homework (s): tareas domésticas

hall (v): salón

hall of fame (v): salones de

harmful (adj): mal

harvest (s): cosecha

heavy (adj): pesado

helicopter (s): helicóptero

hero (s): héroe

history (s): historia

hit (v): golpear

hobby (s): pasatiempo

hockey (s): hockey

hold (v): sostener

holiday (s): día festivo

homeless (adj): sin hogar

hospital (s): hospital

hot (adj): caliente

house (s): casa

how many: cuántos

how much: cuánto

hug (v): abrazar

hungry (adj): hambriento

hurt (v): herir

husband (s): esposo

ice cream (s): helado

ill (adj): enfermo

important (adj): importante

impossible (adj): imposible

improve (v): mejorar

in front of: enfrente de

injure (v): herir

injured (adj): herido

insect (s): insecto

instrument (s): instrumento

interesting (adj): interesante

interview (s): entrevista

invent (v): inventar

invention (s): invención

jacket (s): chaqueta

jail (s): cárcel

jeans (s): pantalones de mezclilla

jewelry (s): joyería

job (s): trabajo

journey (s): viaje

judge (s): juez

jump (v): saltar

kick (v): patear

kind (adj): amable

kitchen (s): cocina

knee (s): rodilla

knife (s): cuchillo

know (v): saber

lake (s): lago

lamp (s): lámpara

land (s): tierra

laugh (v): reír

lawyer (s): abogado

lazy (adj): perezoso

leader (s): líder

leaf (s): hoja

learn (v): aprender

leave (v): salir

left (adj): izquierda

leg (s): pierna

lemon (s): limón

lemonade (s): limonada

letter (s): carta

library (s): biblioteca

lie (v): mentir

life (s): vida

light (s): luz

lightning (s): relámpago

like (v): gustar

lion (s): león

listen (v): escuchar

little (adj): pequeño

live (v): vivir

lonely (adj): solitario

long (adj): largo

look (v): mirar

lose (v): perder

lot (s): mucho

love (v): amar

low (adj): bajo

lucky (adj): afortunado

lunch (s): almuerzo

magazine (s): revista

magic (s): magia

magician (s): mago

make (v): hacer

man (s): hombre

many: muchos

map (s): mapa

market (s): mercado

marry (v): casarse

mathematics (s): matemáticas

meal (s): comida

measure (v): medir

medicine (s): medicina

meet (v): encontrar

melon (s): melón

mess (s): desorden

message (s): mensaje

metal (s): metal

microphone (s): micrófono

microscope (s): microscopio

milk (s): leche

million: millón

mine (s): mina

minute (s): minuto

mirror (s): espejo

miss (v): perder

mistake (s): error

money (s): dinero

monkey (s): mono

month (s): mes

moon (s): luna

mother (s): madre

mountain (s): montaña

mouse (s): ratón

mouth (s): boca

movie (s): película

movie theater (s): cine

much: mucho

music (s): música

musician (s): músico

nail (s): clavo

name (s): nombre

narrow (adj): angosto

nation (s): nación

nature (s): naturaleza

near: cerca

neck (s): cuello

need (v): necesitar

needle (s): aguja

neighbor (s): vecino

nephew (s): sobrino

nervous (adj): nervioso

net (s): red

new (adj): nuevo

newspaper (s): periódico

night (s): noche

nobody: nadie

noise (s): ruido

noisy (adj): ruidoso

north: norte

nose (s): nariz

note (s): nota

nothing: nada

notice (v): notar

novel (s): novela

now: ahora

number (s): número

nurse (s): enfermera

obey (v): obedecer

ocean (s): océano

office (s): oficina

often: a menudo

oil (s): aceite

old (adj): viejo

open (adj): abierto

opinion (s): opinión

opposite: opuesto

orange (s): naranja

orchestra (s): orquesta

order (v): ordenar

ordinary (adj): ordinario

organize (v): organizar

other: otro

outside: afuera

oven (s): horno

over: sobre

own (adj): propio

owner (s): dueño

pack (v): empacar

package (s): paquete

page (s): página

pain (s): dolor

paint (v): pintar

painter (s): pintor

pair (s): par

pants (s): pantalones

paper (s): papel

parent (s): padre

park (s): parque

part (s): parte

partner (s): compañero

party (s): fiesta

pass (v): pasar

passport (s): pasaporte

past: pasado

path (s): camino

patient (adj): paciente

pay (v): pagar

peace (s): paz

pen (s): pluma

pencil (s): lápiz

people: gente

pepper (s): pimienta

person (s): persona

pet (s): mascota

phone (s): teléfono

photograph (s): fotografía

physics (s): física

piano (s): piano

picture (s): cuadro

pig (s): cerdo

pilot (s): piloto

pink (adj): rosa

place (s): lugar

plan (s): plan

plant (s): planta

plastic (s): plástico

play (v): jugar

player (s): jugador

please: por favor

pleased (adj): complacido

pocket (s): bolsillo

poem (s): poema

poet (s): poeta

police (s): policía

poor (adj): pobre

popular (adj): popular

port (s): puerto

possible (adj): posible

potato (s): papa

pour (v): verter

powder (s): polvo

power (s): poder

practice (v): practicar

prepare (v): preparar

present (s): regalo

president (s): presidente

pretty (adj): bonito

price (s): precio

prince (s): príncipe

princess (s): princesa

prison (s): prisión

private (adj): privado

problem (s): problema

produce (v): producir

profession (s): profesión

program (s): programa

promise (v): prometer

pull (v): jalar

punish (v): castigar

purple (adj): morado

push (v): empujar

put (v): poner

quality (s): calidad

quarter: cuarto

question (s): pregunta

quick (adj): rápido

quiet (adj): tranquilo

quit (v): renunciar

race (s): carrera

radio (s): radio

rain (s): lluvia

rainbow (s): arcoiris

raise (v): levantar

reach (v): alcanzar

read (v): leer

ready (adj): listo

real (adj): real

receive (v): recibir

record (s): disco

red (adj): rojo

refrigerator (s): refrigerador

remember (v): recordar

repair (v): reparar

repeat (v): repetir

report (s): informe

rescue (v): rescatar

research (s): investigación

restaurant (s): restaurante

return (v): regresar

rice (s): arroz

rich (adj): rico

ride (v): montar

right (adj): derecha

ring (s): anillo

river (s): río

road (s): camino

rock (s): roca

rocket (s): cohete

roof (s): techo

room (s): habitación

rope (s): cuerda

rough (adj): áspero

round (adj): redondo

rule (s): regla

run (v): correr

sad (adj): triste

safe (adj): seguro

sail (v): navegar

salad (s): ensalada

salt (s): sal

same: mismo

sand (s): arena

satisfied (adj): satisfecho

save (v): salvar

say (v): decir

scared (adj): asustado

school (s): escuela

science (s): ciencia

scientist (s): científico

scissors (s): tijeras

score (s): puntuación

sea (s): mar

season (s): estación

seat (s): asiento

second (s): segundo

secret (s): secreto

see (v): ver

seed (s): semilla

sell (v): vender

send (v): enviar

sentence (s): oración

serious (adj): serio

servant (s): sirviente

serve (v): servir

set (v): colocar

shape (s): forma

share (v): compartir

sharp (adj): afilado

shave (v): afeitar

sheep (s): oveja

shelf (s): estante

shine (v): brillar

ship (s): barco

shirt (s): camisa

shoe (s): zapato

shop (s): tienda

short (adj): corto

shoulder (s): hombro

shout (v): gritar

show (v): mostrar

shower (s): ducha

sick (adj): enfermo

side (s): lado

sign (s): señal

silk (s): seda

silver (s): plata

simple (adj): simple

sing (v): cantar

singer (s): cantante

sister (s): hermana

sit (v): sentarse

skate (v): patinar

skeleton (s): esqueleto

ski (v): esquiar

skin (s): piel

skirt (s): falda

sky (s): cielo

sleep (v): dormir

slow (adj): lento

small (adj): pequeño

smart (adj): inteligente

smell (v): oler

smile (v): sonreír

smoke (s): humo

snake (s): serpiente

snow (s): nieve

soap (s): jabón

soccer (s): fútbol

sock (s): calcetín

soft (adj): suave

soldier (s): soldado

solid (adj): sólido

solve (v): resolver

son (s): hijo

song (s): canción

soon: pronto

sorry (adj): arrepentido

sound (s): sonido

soup (s): sopa

south: sur

space (s): espacio

spaceship (s): nave espacial

speak (v): hablar

spell (v): deletrear

spend (v): pasar

spider (s): araña

spoon (s): cuchara

sport (s): deporte

spring (s): primavera

square (s): cuadrado

stairs (s): escalera

stamp (s): estampilla

star (s): estrella

start (v): comenzar

station (s): estación

stay (v): quedarse

steal (v): robar

steam (s): vapor

steel (s): acero

step (s): paso

stick (s): palo

stomach (s): estómago

stone (s): piedra

stop (v): parar

store (s): tienda

storm (s): tormenta

story (s): historia

stove (s): estufa

straight (adj): recto

strange (adj): extraño

street (s): calle

strength (s): fuerza

strong (adj): fuerte

student (s): estudiante

study (v): estudiar

subject (s): tema

subway (s): metro

sugar (s): azúcar

suit (s): traje

summer (s): verano

sun (s): sol

supermarket (s): supermercado

surface (s): superficie

surprise (s): sorpresa

swallow (v): tragar

sweet (adj): dulce

swim (v): nadar

swimming pool (s): piscina

sword (s): espada

table (s): mesa

tail (s): cola

take (v): tomar

talk (v): hablar

tall (adj): alto

taste (s): sabor

tax (s): impuesto

tea (s): té

teach (v): enseñar

teacher (s): profesor

team (s): equipo

tear (s): lágrima

telephone (s): teléfono

television (s): televisión

tell (v): decir

temperature (s): temperatura

temple (s): templo

tent (s): tienda de campaña

test (s): prueba

thank (v): agradecer

theater (s): teatro

thick (adj): grueso

thief (s): ladrón

thin (adj): delgado

think (v): pensar

thirsty (adj): sediento

throat (s): garganta

throw (v): lanzar

thumb (s): pulgar

ticket (s): boleto

tie (s): corbata

time (s): tiempo

tired (adj): cansado

today: hoy

toe (s): dedo del pie

tomorrow: mañana

tongue (s): lengua

tonight: esta noche

tool (s): herramienta

tooth (s): diente

toothbrush (s): cepillo de dientes

toothpaste (s): pasta de dientes

tornado (s): tornado

touch (v): tocar

tough (adj): duro

tourist (s): turista

towel (s): toalla

town (s): pueblo

toy (s): juguete

trade (s): comercio

train (s): tren

translate (v): traducir

transportation (s): transporte

travel (v): viajar

tree (s): árbol

trip (s): viaje

trouble (s): problema

truck (s): camión

true (adj): verdadero

trust (v): confiar

truth (s): verdad

try (v): intentar

turn (v): girar

twice: dos veces

type (s): tipo

ugly (adj): feo

umbrella (s): paraguas

uncle (s): tío

under: debajo

understand (v): entender

uniform (s): uniforme

university (s): universidad

until: hasta

upon: sobre

upset (adj): molesto

use (v): usar

useful (adj): útil

usual (adj): usual

vacation (s): vacaciones

valley (s): valle

value (s): valor

vegetable (s): vegetal

very: muy

village (s): aldea

violin (s): violín

visit (v): visitar

voice (s): voz

volcano (s): volcán

vote (v): votar

wait (v): esperar

waiter (s): mesero

wake (v): despertar

walk (v): caminar

wall (s): pared

want (v): querer

war (s): guerra

warm (adj): caliente

wash (v): lavar

watch (v): mirar

water (s): agua

wave (s): ola

way (s): camino

weak (adj): débil

wealthy (adj): rico

weapon (s): arma

wear (v): llevar puesto

weather (s): clima

wedding (s): boda

week (s): semana

weight (s): peso

well (adj): bien

west: oeste

wet (adj): mojado

wheel (s): rueda

when: cuándo

where: dónde

which: cuál

white (adj): blanco

who: quién

why: por qué

wide (adj): ancho

wife (s): esposa

wild (adj): salvaje

win (v): ganar

wind (s): viento

window (s): ventana

wine (s): vino

wing (s): ala

winter (s): invierno

wire (s): alambre

wise (adj): sabio

wish (v): desear

with: con

without: sin

woman (s): mujer

wonder (v): preguntarse

wood (s): madera

wool (s): lana

word (s): palabra

work (v): trabajar

world (s): mundo

worm (s): gusano

worry (v): preocuparse

write (v): escribir

wrong (adj): incorrecto

year (s): año

yellow (adj): amarillo

yes: sí

yesterday: ayer

young (adj): joven

zero: cero

zoo (s): zoológico

more (prep): mirando (a)

note pad (s): block de notas

ooze (v): profa

ointment (s): ungüento

paint (v): pintar

pioneer (s): pionero

pipes (s): tuberia

play (v): \ndar, tocar

pleased (v): complacido

pollution (s): contaminación

prepare (v): preparar

principal (s): director, directora

puzzled (adj) confundido

remember (v): enseñar

respectful (adj): respetuoso

retired (adj): retirado

ride (v): conducir (bicicleta, un caballo)

risky (adj): riesgoso

run (v): correr

sad (adj): triste

safe (adj): a salvo

safety measures (s): medidas de seguridad

scaring (adj): espantoso

schoolgirl/p(s): paca

short (adj): corto

sing (v): cantar

singer (s): cantante

soil (s): tierra

soloist (s): solista

sometimes (adv): algunas veces

next to (prep): al lado de

pure (adj): enorme

put (v): poner\guardar

incredibly (adv): increiblemente

interested (adj): interesado

interesting (adj): interesante

knife\knives (s): cuchillo\cuchillos

knight (v): caballero

know (v): saber

late (adv): tarde

late (adj): tarde

leave (v): salir, dejar

leaflet (s) folleto

light (v): encender

local (s): lugareño

loving (adj): amoroso, encantador

lucky (adj): afortunado

machinery (s): maquinaria

make (v): hacer\elaborar algo

mall (s): centro comercial

marvelous (adj): maravilloso

marvelously (adv): maravillosamente

match (s): fósforo

meeting (s): reunión

memorable (s): recuerdo

mismanage (v): administrar mal

near (adv): cerca

need (v): necesitar

neighborhood (s): vecindario

newspaper (s): periódico

spend (v): pasar (una temporada)

start (v): comenzar

stay (v): quedarse

store (v): almacenar

stretch (adj): elástic (a)

studious (adj): estudioso (a)

supplies (s): suministros

sure (s): seguro

survivors (s): sobrevivientes

swim (v): nadar

swimming (s):natación

take turn s(v): tomar turnos

talkative (adj): hablador

teenager (s): adolescente

term (s): labso

think (v): pensar

threaten (v): amenazar

tiny (adj): mínimo, pequeñito

to fail (v): reprobar (un examen)

to get (v): obtener, sacar (una calificación)

to pass (v): aprobar (un examen)

to stay long: quedarse mucho tiempo

to swim (v): nadar

together (adv): juntos (as)

tough (adj): duro

train (v): entrenar

trainer (s) entrenador(a)

training (s): entrenamiento

travel (v): viajar

trees (s): sustantivo

triangle (s) Triángulo

trivial (adj):(trivialidad)

trip (s): viaje

truth (s): verdad

unforgettable (adj): inolvidable

unfortunately (adv): desafortuno(a)

useful (adj): útil

walk:(v): caminar

want (v) querer

wave (s): ola

weapons (s): Armas

weekend (s): fin de semana

welcoming (s): pienvenida (o)

wrong: de dnión;

worry (v): preocuparse

worried (adj): preocupado, preocupada

yard (s): patio

Frases

to be worried : estar preocupado

to do bad\badly: salir mal (en un examen)

to do great: salir excelente, muy bien

to do well: salir bien (en un examen)

what was he\she like: ¿Cómo era ella?

Unit 1

Lesson 1

Mr. Custafsen worked in this high school two years ago. He was an excellent teacher. He was modern, demanding, hard-working, and respectful. We learned many different things with this professional teacher.

Lesson 2

1- Mr. Parry studied English in Caracas.
2- The Garcias went to the mountain on vacation.
3- There's a new student in this classroom today.
4- There were some students late today.
5- Teachers don't correct the exams in class.

Lesson 3

1- How did you like the fish?
2- Where did they go for Christmas?
3- How long did it take to get there?
4- What did they do there?
5- Who drove the car?

Unit 2

Lesson 4

1- A: What's wrong, Gilberto?
B: I dropped my wallet.
2- A: I lost my keys
B: How did you lose them?
3- A: I left my laptop on the bus.

Lesson 05

Last **Sunday**, my father and my brother were **running** in the park. It was raining and the ground was wet. My **brother** fell down and hurt **himself**.

Lesson 06

1- This morning, at 10 a.m. Alice was reading a book in her bedroom when the telephone rang.
2- My grandmother was listening to the radio when my brother knocked on the door.

Unit 3

Lesson 7

1- Did they use to play softball?
2- Could he run fast?

Lesson 8

1- Where did Simón Bolívar die?
2- When was Luisa Cáceres de Arismendi?
3- Who was Luisa Cáceres de Arismendi?
4- When was Bolívar born?

Lesson 9

1- Who used oil for the first time?
2- How many refineries are there in Venezuela?
3- Where is El Palito refinery?

Unit 4

Lesson 10

1- stop
2- laughed
3- painted
4- enjoy
5- studied

Lesson 11

1- A tsunami is a series of great waves.
2- A tsunami occurs during daytime.
3- A tsunami danger period is 10 minutes.
4- A tsunami is a natural disaster.

Lesson 15

Huge Earthquake in Haiti

Television pictures showed great damage after the huge earthquake in Haiti, in 2010. People were doing home after work, when a magnitude 7.3 quake hit the Caribbean country. It was the worst earthquake in more than two centuries, and much of the country was devastated. Many major buildings in the capital Port-au-Prince collapsed, including the Presidential Palace. There were more than 3 million Haitians affected and 100,000 people died, but there was no way of estimating the final number of victims.

Unit 2

Lesson 13

1.- Clara and Christian played the castro awesomely.
2- Oriani played the violin excellently.
3- Roberto and Manuel sang marvelously.
4- Salvador played the the bass amazingly.

Lesson 14

People who have strong musical intelligence are good at thinking in patterns, rhythms and sounds. They have a strong appreciation for music and are often good at musical composition and performance

Lesson 12

A Excuse me. I think I may be lost.
B **Where** are you trying to **go**?
A To the **computer and technology club**..
B Oh, just go down this street and make the **second** left. You have to **walk** down that street about six **blocks**, and the **club** is **across** from the bus station.
A OK. Down here, and then **turn** left on the second block. I have to do down about six **blocks** until I get to the bus station.
B That's it.
A Thank you.
B You're welcome.

Unit 6

Lesson 16

1- The secretary had to type thirty letters this morning.
2- The mechanic had to fix only three cars this week.
3- The doctor had to see 25 patients in five hours.
4- His wife had to clean, cook, go to the supermarket and wash the dog.

Lesson 17

1- Why did she go to bed early?
2- Did you finish your science project?
3- Did you solve all the math problems?

Lesson 18

1- This book is **better** than that one.
2- My students can read **faster** than you.
3- Are these backpacks more **expensive** than those ones over there?
4- I had to buy the **cheapest** notebook. I didn't have enough money.

Unit 7

Unit 8

Lesson 22

Choroní beach is a popular one located in Aragua, Venezuela. Its real name is *Playa Grande*, but because of its proximity to the colonial town of *Santa Clara del Valle de Choroní*, people calls it *Choroní* beach. It is about a two-hour drive from the city of Maracay, on a road built by the Venezuelan dictator Juan Vicente Gómez.

Lesson 23

Ciudad Universitaria or the University City of Caracas is the main campus of the Central University of Venezuela. Carlos Raul Villanueva, a Venezuelan architect designed it. UNESCO declared this historic building as a World Heritage Site in 2000. This building is a masterpiece of architecture and urban planning. It is also the only university campus designed by only one architect. The construction of this building campus started in1945 and finished in 1960.

Lesson 24

Most vocabulary words are learned from context. The more words you're exposed to, the better vocabulary you will have. While you read, pay close attention to words you don't know. First, try to guess their meanings from context, and then use the dictionary. Read and listen to advanced material so that you'll be exposed to many new words.